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Columbia Missouri

VOL. XI

OCTOBER, 1925

No. 8

SERVICE

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Made it seem a little brighter on the human right of way
Where the strong press ever stronger and weak fall by the way,
Have you done some little service for your fellow man today?

Did you feel your heart strings tighten for your fellow man today
When you saw Old Glory floating from the mast across the way?
"Be ye brave and pure and true, son," the old banner seemed to say,
Don't forget you owe a service to your fellow man today.

Then when daily cares are over and at night you kneel to pray,
And you thank Him for all blessings, you will hear the Master say
That the road which leads up yonder from all earthly cares away
Is the little road of service to your fellow man today.

—Katherine Flynn, Garfield School, Yakima, Washington.



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOI. XI

OCTOBER, 1925

No. 8

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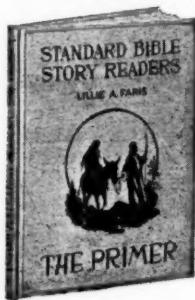
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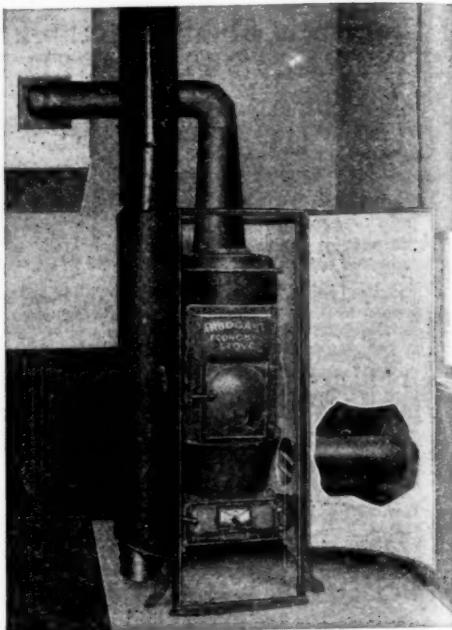
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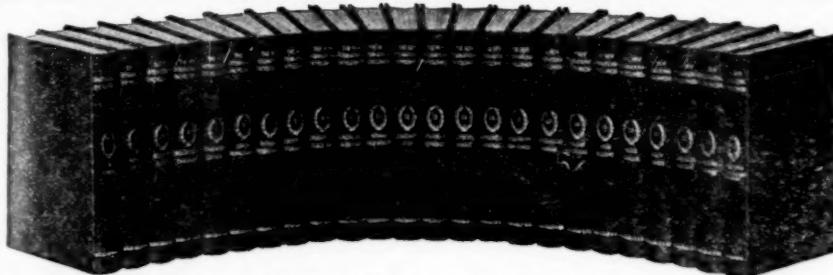
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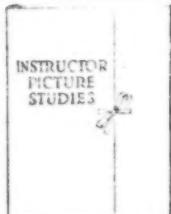


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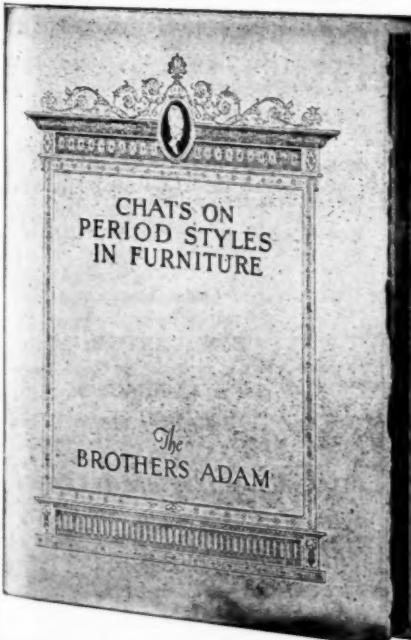
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Table of Contents

Editorials	349	State Department of Education	370
Proposed Amendments to the Constitution and By-Laws of M. S. T. A.	351	American Educational Week	371
World Hero Prize Competition	352	Some of Our Educational Problems	373
Letters of J. M. Greenwood	354	Address by Supt. J. J. Maddox	375
One Hundred Per Cent Everywhere	356	The Myth	378
The Faith of Columbus	359	Why High School Pupils Fail	379
State Taxation for the Support of the Public Schools and State Educational Institutions	360	Suggestions for the American Problems Course	380
Where Have Your Taxes Gone?	364	District Association Programs	382
History of Education in Missouri	366	Who's Who on the Big State Program	388
		Items of Interest	389
		New Books	394

INDEX TO ADVERTISEMENTS

American Book Company	Inside back cover page	Marquette Hotel	400
American Student Publishers	347	McIndoo Publishing Company	399
American Wood Working Machinery Co. .	345	Northeast Missouri State Teachers College	368
A. J. Nystrom & Co.	342	Northwest Missouri State Teachers College	369
D. Appleton and Company	397	Chas. E. Merrill Company	399
Arbogast System Heating Company	342	F. A. Owen Publishing Company	343
Art Extension Society	399	Pupils' Reading Circle	338
Beckley-Cardy Company	395	Pupil's Reading Circle	342
Binney & Smith Co.	398	Rand McNally & Company	340
Buckingham Hotel	347	Roach-Fowler Publishing Co.	357
Central Missouri State Teachers College ..	368	Rocky Mountain Teachers Agency	395
F. E. Compton & Company	341	Silver, Burdett and Company	346
Dodd, Mead and Company, Inc.	343	Southeast Missouri State Teachers College	369
Luther O. Draper Shade Co.	399	Southwest Missouri State Teachers College	368
Dunn Penn and Pencil Co.	346	Specialists' Educational Bureau	395
Educational Publishing Company	344, 355, 392, 398	Standard Publishing Company	340
A. Flanagan Company	396	State Loan Company	398
Gregg Publishing Company	400	Stauter Bros.	396
D. C. Heath and Company	397	Teachers' Mutual Benefit Association	344
Hoover Brothers	395	Teachers' National Loan Organization	396
Keystone View Company	347	University of Missouri, Outside back cover page	
Laidlaw Brothers	400	Victor Talking Machine Company	393
Little, Brown and Company	400	Wabash Railroad	339
Longman's Green & Co.	396	Webster Publishing Company	397
Macmillan Company	345	Wheeler Publishing Company	341
		John C. Winston Company	398
		World Book Company	397

Elect Your Delegates.

Delegates to the State Association to be held at St. Louis, Missouri, November 11-14, 1925, must be elected on or before November 1. It is imperative that all counties be represented as important matters will be before the convention for consideration. Kindly send in your list of delegates to E. M. Carter, Secretary, Columbia, as soon as possible.



EDITORIAL

THE PUBLICATION, in this issue, of Professor McClure's article on State Taxation for the Support of Schools and State Institutions, is at the request of the Executive Committee of the Missouri State Teachers Association. This means that your Committee endorses the main **PROFESSOR MCCLURE'S ARTICLE** theses of the article and that its proposals will be subjects for the consideration of the

Assembly of Delegates of the Missouri State Teachers Association in St. Louis next month. Every Missouri teacher should not only read the article, but should study it. It contains information which every teacher should have. Its proposals are in harmony with the best current thought on educational finances and these proposals are especially needed as laws in Missouri, for the reason that we have, in recent years, been traveling away from the ideal, rather than moving toward it.

The every-present slogan of "Tax Reduction" has been particularly effective in recent years because of the large amount of federal taxes that we have been paying as a result of the war and the coincident depreciation of the currency, which has made it necessary to increase public expenditures in approximately the same ratio that we have had to increase our individual expenditures. This demand for tax reduction has caused the state Legislatures to give Missouri such a reduction in state taxes on both incomes and property as to cause the schools to bear the entire result and to cause those local districts, which under the constitution could do so, to raise their property taxes for school purposes to an amount much greater than what has been saved in the reduction of taxes. This state tax reduction has also tended to reduce the efficiency and prevent the necessary growth of the state educational institutions. Both these results have been directly detrimental to the children and *they* are in reality paying the cost of the war in reduced educational opportunities.

For many years the Missouri State Teachers Association has been contending for laws that more nearly equalize educational opportunity and educational taxes over the state. In spite of our efforts we have been moving further from this goal. Governor Baker sees this more clearly than any former governor has seen it. His experience as a school man causes him to feel the situation keenly, and it is known that he is in favor of legislation which will move the state toward educational equality both in the matter of schools and in the matter of their support.

When you have read this article of Professor McClure's, and studied it, pass it on to some of the influential citizens of your district. The matter it contains will in all probability be the subject of much discussion for the next year or two.

THE STATE SCHOOL MONIES distributed by the State to the various schools of the commonwealth in 1925 is nearly a million dollars short of the amount distributed in 1924. This represents in round number an amount of money equivalent to the amount which would be produced by a two cent tax on all the assessed property of the State. This

THE SCHOOL FUNDS AND STATE TAX REDUCTION happens to be exactly the reduction in state taxes made by the General Assembly in 1923. So it appears that the school children of Missouri have to finally suffer for the little political tricks that "smart" politicians play on the supposedly unsuspecting public.

Of course, this reduction was made so that certain politicians could parade themselves among the gentry bearing the self-styled title of: "The man who saved the taxpayers a million dollars."

A comparison of the distribution by counties in these two years gives one an idea of the fallacy of this claim. For example:

The people of Adair county saved by the tax reduction \$5,200 and lost to their

school fund \$9,436. By the very simple trick of taking a dollar from the taxpayers child the statesmen(?) were able to save the taxpayer 56 cents.

In Boone county the man who invented this wonderful scheme saved the taxpayers in state tax \$6,600 by simply taking from the school fund of that county \$7,088.

Lawrence county got \$29,985 in 1924 but received only \$19,518 in 1925. She has to thank the farseeing legislator who saved her 2 cents in state tax and forced her to raise her local tax more than 5 cents in order to make up the deficiency to her schools.

We hope that all the good words we hear and read about the teaching of citizenship and that all the courses of study that have been planned for the carrying on of this work will result in a more sensitive public conscience and a keener vision to see below the surface of things. May we suggest the possibility of adding a detail to the course in citizenship which might be called "Case Studies of Contemporary Bunkshooters," and which might well include the case of the two-cent reduction in state tax at the expense of the taxpayers' children.

Physical education in Missouri suffered at the hands of the recent Legislature what appeared to be "abandonment," "desertion," or "failure to provide." The General Assembly saw fit to allow this phase of education, which had been so well begun, to be crowded out from a share of the crumbs of the appro-

PHYSICAL EDUCATION priation table for which there was in Missouri

such a mad scramble. The table and the cupboard were bare and so the Department of Physical Education had none.

This would have absolved the Legislature from criticism had this body not been in large measure responsible for the bareness of the cupboard or had it not had it within its power to replenish the State's larder to the point where it would not have been necessary to make some worthy members of its household go hungry, or to take a few bites from each child in the state in order to provide a slender fare for others. But whatever may be our opinions regarding the blame, the fact remains that, like "the poor old dog,"

the Department of Physical Education had none.

Truly, it might have been worse. Seeing its inability to provide well for its household the General Assembly might have killed this youngest of its family by repealing the Physical Education Law. But it had a heart and the Department was allowed to live, if it could, though it was denied the means of life.

Individuals and organizations who saw in this nursing signs of promise and value to the future of the State, have kept it alive by contributions which furnish a maintenance ration, but which may endanger its proper growth and development, in the hope that it may fare more fortunately in the next biennial game of snatch-grab.

It its two years of existence it has demonstrated its right to life as the following facts testify:

1. In two years physical directors employed for full time have increased in the State, outside the larger cities, from 16 to 70; and part time directors from 234 to 800.

2. Periods in the daily program devoted to physical training have increased from 528 periods to 2193 periods in the elementary schools and by almost exactly the same figures in the high schools.

3. Students taking physical education in State institutions have increased in number term by term until the number for the last term is more than three times as great as it was for the first term covered by the statistics.

4. In standard athletic tests 18,000 medals were won last year, the first year of its existence in Missouri; and 1200 qualified for the State Letter during the same time.

5. Even in rural schools where so many things make a new idea difficult of realization something has been done, for 2039 of these schools under the stimulation of this department have purchased standard sets of equipment for athletic games.

With this record the Department of Physical Education can certainly claim a right to normal life, freed from the necessity of seeking its livelihood by doles from this, that and the other source, and under conditions that will not in any way interfere with its functioning entirely for the good of the boys and girls of Missouri.

Proposed Amendments to the Constitution and By-Laws of the Missouri State Teachers Association.

To be Voted on by Assembly of Delegates at St. Louis Convention
Nov. 11-14, 1925.

Amendment No. 1.

Amend Section 2, Article XI—Dues, by striking out the word “Washington” which occurs twice in said section, so that when amended Section 2, Article XI, Dues, will read as follows:

“Section 2. Membership dues shall be paid to the Secretary-Treasurer of the Community Associations, or to the Secretary-Treasurer of the State Association. The Community Association shall receive from the State Association 10 percent of the dues paid by their members within 30 days after adjournment of annual meeting of State Association. The District Association or Divisions receiving funds from the State Association shall receive from the State Association 25 percent of all dues paid by the memberships in their districts. These districts are the Northeast Missouri Teachers College District; the Central Missouri Teachers College District, including all counties in said District, except Maries, Phelps and Pulaski; the Southeast Missouri Teachers College District including all counties in said district except Gasconade, Franklin, Crawford and Dent; the Southwest Missouri Teachers College District; the Northwest Missouri Teachers College District; the city of St. Louis; the city of Kansas City; the city of St. Joseph; and the South Central Missouri District, including the counties of Maries, Phelps, Pulaski, Gasconade, Franklin, Crawford and Dent. The 65% shall be held by the secretary-treasurer of the State Association for the purpose of this Association.”

Amendment No. 2.

Amend Section 2, Article XI—Dues, by inserting after the words, “The Central Missouri Teachers College District, including all counties in said District except Maries, Phelps and Pulaski” the word “Camden,” and adding after the words “South Central Missouri District, including the counties of Maries, Phelps,

Pularki, Gasconade, Franklin, Washington, Crawford and Dent,” the word “Camden,” so that said Section will read as follows:

“Section 2. Membership dues shall be paid to the Secretary-Treasurer of the Community Associations, or to the Secretary-Treasurer of the State Association. The Community Associations shall receive from the State Association 10 per cent of the dues paid by their members within 30 days after adjournment of annual meeting of State Association. The District Associations or Divisions receiving funds from the State Association shall receive from the State Association 25 per cent of all dues paid by the memberships in their districts. These districts are the Northeast Missouri Teachers College District; the Central Missouri Teachers College District including all counties in said District, except Maries, Phelps, Pulaski and Camden; the Southeast Missouri Teachers College District, including all counties in said district except Gasconade, Franklin, Washington, Crawford, and Dent. The Southwest Missouri Teachers College District; the Northwest Missouri Teachers College District; the City of St. Louis; the City of Kansas City; the City of St. Joseph; and the South Central Missouri District, including the counties of Maries, Phelps, Pulaski, Gasconade, Franklin, Washington, Crawford, Dent and Camden. The 65% shall be held by the secretary-treasurer of the State Association for the purpose of this Association.”

Amendment No. 3.

Amend Section 2, Article XI—Dues, by inserting the words after “the Southwest Missouri Teachers College District” the words, “including all counties in said district except Vernon, Barton, Jasper, Newton, and McDonald,” omitting the word “and” after the words “City of St. Joseph” and inserting after the word “Dent” the words, “and the Southwest

Missouri District, including the counties of Vernon, Barton, Jasper, Newton, and McDonald," thus making the section read as follows:

"Section 2. Membership dues shall be paid to the Secretary-Treasurer of the Community Associations, or to the Secretary-Treasurer of the State Association. The Community Associations shall receive from the State Association 10 per cent of the dues paid by their members within 30 days after adjournment of annual meeting of State Association. The District Association or Divisions receiving funds from the State Association shall receive from the State Association 25 per cent of all dues paid by the memberships in their districts. These districts are the Northeast Missouri Teachers College District; the Central Missouri Teachers College District, including all counties in said District, except Maries, Phelps, and Pulaski; the Southeast Missouri Teachers College District, including all counties in said District except Gascon-

ade, Franklin, Washington, Crawford, and Dent; the Southwest Missouri Teachers College District, including all counties in said District except Vernon, Barton, Jasper, Newton, and McDonald; the Northwest Missouri Teachers College District; the City of St. Louis; the City of Kansas City; the City of St. Joseph; the South Central Missouri District, including the counties of Maries, Phelps, Pulaski, Gasconade, Franklin, Washington, Crawford, and Dent; and the Southwest Missouri District including the counties of Vernon, Barton, Jasper, Newton, and McDonald. The 65% shall be held by the Secretary-Treasurer of the State Association for the purpose of this Association."

Amendment No. 4.

Amend Article VI—Duties of Officers, by adding a new section to be known as section 10 as follows:

"Section 10. Reports of all committees shall be approved by the Executive Committee before printing."

World Hero Prize Competition.

\$1,200 in Prizes Offered to School Pupils of the World—Competition to End World Goodwill Day, 1926.

CLEMENT M. BIDDLE, of New York, a member of the Executive Board of the National Council for Prevention of War, offers through this organization the sum of \$1,200 in prizes open to the competition of the pupils in the secondary and higher elementary schools of the world. These prizes will be awarded for the best short essays on the twelve figures in human history, men or women, deemed most worthy of remembrance as the world's greatest heroes, giving due consideration to (1) nobility of character; (2) fearless and self-sacrificing devotion to a great cause; (3) constructive work for humanity of a permanent character.

Rules of the Competition.

A. To determine the twelve greatest heroes. Each school through its principal or acting principal may submit one list only of twelve names. (See restrictions under "Additional Directions").

The twelve names submitted by the greatest number of schools shall constitute the final list.

B. The competing essays. With the list may be sent one essay on each of these heroes written by a pupil of the school. The twelve equal prizes of \$100 each will be awarded for the best essay on each of the twelve heroes chosen as above.

a. Essays shall not exceed 200 words in length.

b. All essays as finally submitted must be in English, preferably typewritten and on only one side of the paper, which should be approximately 8½ by 11 inches.

c. All lists and essays must be in the hands of the Chairman of the Committee of Award on or before World Goodwill Day, May 18, 1926. They will not be returned and will become the property of the Committee of Award.

Dr. Augustus O. Thomas, Augusta, Maine, U. S. A., President of the World Federation of Education Associations, will act as Chairman of the Committee of Award. The other members will be announced later.

Announcement of the choice of the twelve greatest world heroes by the schools of the world will be made by June 15, 1926. The award of prizes for the best essays will be made as soon as possible after September 1, 1926.

Fresh Study of World Heroes Needed.

All normal boys and girls are hero worshippers and are moulded by their ideals. The purpose of this competition is to stimulate in teachers and pupils alike throughout the world fresh study of the elements of greatness and broader and more intimate familiarity with the lives of men and women that have possessed these qualities.

Carlyle in "Heroes and Hero Worship" defines heroes as the "Great Men." Greatness, says H. G. Wells, is shown in "constructive work for humanity of a permanent character." It will be noted that this phrase has been included as one of the three essentials to be considered.

Genius without character is destructive and dangerous. To serve as examples for the youth, heroes should be noble as well as great. This is the second test.

Finally, to stand out in history as the greatest among the heroes, men and women must be so profoundly possessed by a great devotion that they lose self and lose fear and are swept to heights that human beings otherwise never attain. This is the third test.

Who Are Excluded.

Teachers should guide their pupils to weigh carefully by each of these three standards the heroes of all peoples and of all periods of history. We make, however, two important exceptions. It has seemed best to exclude from the competition the names of founders of religions whom their followers revere as divine. The names of persons now living are like-

wise excluded because the permanence of their work can not yet be determined.

Each school may determine the details of its own competition which, however, should follow these general lines:

How Teachers Should Conduct Contest.

First, it is hoped that there may be special research accompanied by classroom discussion.

Following this period of study, each pupil may submit to his teacher essays of not over 200 words on such of the heroes as he chooses.

On the basis of these essays shall be selected the twelve figures for whom, in the light of the terms of the competition, it is deemed the best case has been made; and these shall constitute the official list to be submitted by this school in the world competition.

To Be in English.

The best essay that has been handed in on each of these twelve heroes shall be translated into English, written on one side of the paper—typewritten if possible—and transmitted with the winning list properly certified by the principal to the Chairman of the Committee of Award, Dr. Augustus O. Thomas, Augusta, Maine, U. S. A.

Blanks to be filled out and signed by the school principal in transmitting the essays may be obtained singly or in quantity upon application to the National Council for Prevention of War, 532 Seventeenth street N. W., Washington, D. C., U. S. A.

Local Prizes Suggested.

It would add to the interest and value of the competition if local newspapers, civic leaders, or organizations should offer prizes to local contestants. For example, each Parent-Teacher Association may be interested to secure an award of prizes for its own school. Community, State, and national contests would still further quicken interest and in no way interfere with the worldwide competition.

Reduced Railroad Rates.

Be sure to get your Identification Convention Certificate from your city or county superintendent or from E. M. Carter, Secretary, Columbia, Missouri for reduced railroad rates to the convention at St. Louis, Missouri, November 11-14, 1925.

It is absolutely necessary to have the Identification Certificate to get reduced railroad rates.

Letters of J. M. Greenwood
to
M. J.

WHILE WE AGREE in most things, I think we are far apart on the art of acquiring what is called a literary style; not differing as to what it is or its importance, but as to the value of studying the written forms of others as a means in the formation of style. Shall I try to clarify my statement? Then perhaps I can best illustrate my meaning by reference to geology and to that special department known as paleontology or the science of fossil remains. Books contain words composing sentences which are in every scientific sense fossilized thoughts, as much so, it seems to me, as are the flora and fauna imbedded in the rocks. These sentences are the past records of literary expression and they tell a historical story. They show from the earliest times to now a gradual development, each period expressive of the ideas of that period through the successive eras, just as the fossils in the rocks tell their life history. But both histories are moving panoramas, and as time unfolds one can only transport oneself backward into either or any age by an act of the imagination. To attempt to rehabilitate a past civilization is an impossible feat. Language becomes an instrument of thought, and each uses its own tools and we must use ours, not theirs, to express ourselves, not as our ancestors did but as we must under present conditions. We study their productions as artistic specimens, but not to imitate them. It is evident to my mind that each should endeavor to choose the words as used at present to express his own thoughts in harmony with current thought. To attempt to imitate Shakespeare, Milton, Steele, Addison, or Macaulay, would be madness. They are as dead as the fossils in the carbonaceous group. Your style must be your own and not another's. It must come hot from your own brain just as you think and feel and act. Your own words must clothe your thoughts in your own way. I may be wrong in all this but at least I have done my own thinking and if I have a style, it is my very own.

Since I began writing, a charming letter from Dr. Butler came in response to one I wrote a few days ago. A very pleasant note from Superintendent Jones of Cleveland and another from Superintendent Jordan. I must tell you that I have been elected a non-resident lecturer on Pedagogy at the Missouri University. This will necessitate a Course of Lectures there each year.

To reply to your question about criticism. The proper attitude toward an article is, what did the writer have in mind and how well did he realize what he attempted to do? It is not what the critic thinks. This is a different question. Given the theme, the method of treatment, and the accomplishment of what was undertaken, and how it was done are legitimate subjects for the critic to deal with. We see the same principles in active operation now in the daily papers in regard to the Presidential Election. The Republican papers would have Mr. Bryan discuss certain public issues, but he prefers to handle others, and so it is with regard to the view the Democrats take of the tactics employed by the Republicans. True criticism should be more constructive than destructive; if it tears down for the moment it should immediately replace with something better and more tangible.

I am trying to think out the difference between governments by status and governments ruled by discussion. By status I mean the child is born into his class or caste. I am thinking of the difference between the men and nations that discuss abstract truths and propositions, and those that discuss actions. These two lines of thought are at least interesting. A title would be "The Ideal Thinker vs. the Actor". Tell me what you think Carlyle meant by the Everlasting Nay, the Center of Indifference, and the Everlasting Yea, in Sartor Resartus? Do you not think he was referring to states or conditions of the soul and its attitude toward all those great questions? There are so many things that I want to say and ask

questions about that it seems life is too short to find out all, or tell it all, or hear it all.

I have been getting my annual address into shape and getting an article ready for Dr. Butler's Review. I had agreed to write three, so one is off now. It is a sort of autobiography,—school reminiscences so to speak. The points I am taking up in my address are: 1. The Great Question; 2. A Human Life; 3. A Renewed Educational Spirit; 4. A Contrast in Conditions in School Work; 5. Ungraded Schools in Each Large Building; 6. Teachers' Pensions; 7. Teaching Pupils to Study; 8. A Lesson From Grant and Lee. These heads rather point to the direction of the discussion under each.

This is a shifting world: It looks as if Mr. Harvey will go to the Chicago Normal School and our Mr. Merrill to Wisconsin. Mrs. F. is returning from Europe. She is very scholarly. The school that gets her will be fortunate. People today have called on all possible pretexts. One wanted me to find out for him the length of the shadow of the moon knowing the moon's diameter at perihelion and aphelion; also the length of the earth's shadow. In each case the diameters must be known, and the distance of each planet or its satellite from the sun. The problem is not difficult had I the time to make the calculations.

I made a little trip out on the Union Pacific. On the way back I became acquainted with three or four gentlemen

who were pleasant and interesting. One was an Army Officer who graduated from West Point 43 years ago. He knew more about the Signs of the Zodiac, Church Crosses and such like forgotten things than any other person I ever met. One little anecdote which he told me of "Bob Evans" the Captain of the Battle Ship, Iowa, is worth relating. It seems that not long ago one Sunday morning, Captain Evans was passing Trinity Church on Broadway and while he knows little of music, he concluded he would go in and hear the music. So in he went and the usher took him away up and seated him in one of the front pews. In due time came the gentleman and his family who rented and occupied the pew. As they filed in the Captain moved over as far as he could and the renter of the pew scowled at him as an intruder. But the Captain sat still. Pretty soon the parishioner took out a card and wrote on it with a pencil: "I pay \$500 a year for this pew", and signed his name to it and handed the card to Captain Evans. The Captain read it over very thoughtfully, then he wrote: "You pay too much", and signed his name and official position in the Navy and handed the gentleman back the card. Correspondence ceased then. I told my traveling companions I loved to study those human ant hills where life runs not in sluggish currents, not the social ciphers, but those members useful to the state,—getting somehow on the top ridge of things.

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One Hundred Per Cent. Everywhere is Backed Up By One Hundred Reasons Everywhere.

Why should the state, and each county in the state, and each school in each county in the state, have 100% of its teachers members of the MISSOURI STATE TEACHERS ASSOCIATION?

Some of the reasons why are given below. They have come from every class of educators from every section of the state. Read them and ask yourself the questions, "Have I renewed my membership?" "Am I a member, Now?" "Do I know of a teacher who is not a member?" "What Can I do to make the Missouri State Teachers Association 100 per cent in membership, 100 per cent in cooperation and 100 per cent loyal to the royal service to which I am dedicating my best?"

WHY "100 PER CENT. EVERYWHERE?"

- Because "In Union there is Strength."
- Because "Each teacher owes it to her- or himself."
- Because "The profession demands dignity and prestige."
- Because "The teachers should be felt in a national way."
- Because "We can in no better way show a just loyalty."
- Because "We get more than the worth of the money expended."
- Because "The teachers need the support of the M. S. T. A."
- Because "It advances and keeps alive the teacher, while in service."
- Because "Each teacher owes this much, at least, to all teachers."
- Because "By enrolling each helps to make the Association possible."
- Because "This is the only recognized teachers' organization."
- Because "We should not be in a profession that we are not willing to support."
- Because "We help make Missouri a leading state in teachers' activities."
- Because "Its motto is to give and not to take—it is unselfish."
- Because "It insures pride, promotion and progress in the profession."
- Because "We must keep abreast of the times in every way possible."
- Because "The best way to achieve success is through organization."
- Because "It will give encouragement to a systematic legislative program."
- Because "United we stand, divided we fall."
- Because "Of the benefit they will derive from same."
- Because "Professional interest and growth may be maintained."
- Because "It proves loyalty to our profession, the greatest in the world."
- Because "It supports an organization of unity and national importance."
- Because "Teachers who belong to the State Association are progressive."
- Because "THE SCHOOL AND COMMUNITY alone is worth the membership fee."
- Because "It is the only organization working exclusively for better schools."
- Because "The Association is and has been doing much to uphold the profession."
- Because "It promotes education in general and provides for educational progress."
- Because "They will then be wide awake teachers as they will be posted on legislation."
- Because "The State Teachers' Association is behind everything worth while, educationally."
- Because "Each teacher needs the help to be derived from membership in the Association."
- Because "It is an organization for the teachers, by the teachers, and of the teachers."
- Because "The State and District Associations fight the battles of classroom teachers."
- Because "The schools have the task of developing boys and girls into high class citizens."
- Because "Professional pride should cause all teachers to be members of their State Association."
- Because "Every teacher should become a member of the organized profession in which they work."

Because "We should do the things that as teachers we are asked and expected to do."

Because "It shows progressive spirit of keeping up with conditions of the school affairs of the state."

Because "Of the hope of holding the greatest profession serve the boys and girls of Missouri better."

Because "Of having the honor of being a recognized member of the greatest profession in the world."

Because "The teachers return to their schools from the Conventions filled with enthusiasm and new ideas."

Because "It will insure professional reading among all classes of teachers both rural and high school."

Because "It is the professional duty of every teacher if he really has the welfare of our schools at heart."

Because "To be affiliated with a profitable and functioning organization is both a duty and an honor."

Because "The teachers may receive the enthusiasm and uplift that follows association with each other."

Because "The teachers receive much valuable information and help from THE SCHOOL AND COMMUNITY."

Because "The teachers should show enough interest in the profession to join the Teachers' Association."

Because "THE SCHOOL AND COMMUNITY is a good school paper standing for things that all teachers ought to support."

Because "The State Association is a power in fighting the battle for better schools and better teaching conditions."

Because "The State Association is guided by wise leadership showing the way of advancement to us shortsighted ones."

Because "It has caused more beneficial legislation to be enacted than any other organization in the state."

Because "The State Teachers' Convention is an inspiration to all teachers who attend, and those who do not attend get many benefits, also."

Because "It helps to make the organization one of the best and strongest organizations in Missouri."

Because "It will help to provide sufficient funds to stimulate an organization of which the teacher is a part."

Because "Organization is the keynote of success. Teachers should be a unit of organization to achieve the best results."

Because "The State Teachers' Association works for the welfare of all schools and all teachers of the state, all the time."

Because "The county with 100% enrollment is advertised in the Educational World and people are given a good opinion of it."

Because "If teachers are getting better salaries than formerly, it is largely due to the work of the State Teachers' Association."

Because "Each county in the state should enroll in the Association 100% strong—if no one enrolled where would we be?"

Because "The State Teachers' Association stands for 'Better Teaching, Better Salaries, Better Physical Conditions and Better Schools.'"

Because "It will aid in fostering and bringing about necessary legislation for the betterment of teachers' salaries and living conditions."

Because "It will cause the school boards to look upon us as truly professional and progressive and as a result our employment will be sought."

Because "The State Teachers' Association stands for a square deal in the education of our boys and girls in the city, town and country."

Because "Through an organization with an enrollment of 23,000 teachers we will have power and influence in Missouri."

Because "The M. S. T. A. has led in the fight for better schools, better teachers and better teaching conditions."

Because "This is the best means of getting quick remedial action on all questions pertaining to all concerned."

Because "The Teachers have an opportunity to hear some of the best educators in the United States, or to read their addresses in the School and Community."

Because "All favors that teachers have received recently through legislation have been brought about by the efforts of the State Teachers' Association."

THE SCHOOL AND COMMUNITY

Because

"The State Association stands for a square deal to all teachers who are willing to do something to improve the schools of Missouri."

Because

"The Missouri State Teachers' Association is an organization working for the educational advancement of all the people of our country."

Because

"100% enrollment is an excellent habit for a county to form. THE SCHOOL AND COMMUNITY is worth more than the price of membership."

Because

"The State Teachers' Association has stood for the best interests of the teachers at all times since its organization and it is my duty to support it."

Because

"In union there is strength. More can be accomplished. Makes the individual feel that he is a part of an organization working in a great cause."

Because

"The State Teachers' Association has led the way in all progressive school legislation for the last thirty years, to my personal knowledge."

Because

"Membership develops the co-operative spirit, and the world has greater confidence in a body of men and women who work in harmony of spirit and purpose."

Because

"Of Duty—That which is required by one's station or occupation. A moral obligation. This is a definition of duty by Webster. I believe that this includes all reasons for joining the M. S. T. A."

Because

"Teachers know that the M. S. T. A. is doing everything possible for the boys and girls, the schools, and the teachers of the state. Why not show our appreciation of this effort by enrolling."

Because

"The teacher receives a better salary for the same grade of work than four years ago, due in a large measure to the state wide campaign made by the State Teacher's Association."

Because

"I have often noted that practically all good lawyers are members of the Bar Association; likewise that all competent doctors are members of the Medical Association. Again I have observed that the jack-legs and quacks are seldom members of these bodies. A teacher classifies himself when he refuses to become a member of the State Teachers' Association."

Because

"One shall chase a thousand, and two shall put ten thousand to flight. As our organization increases in unanimity, we are strengthened for service and better prepared to oppose the forces of darkness, ignorance, and misinformation."

Because

"The Association belongs to the teachers of Missouri and the stronger we are in numbers the more influence we can have in putting through good, wholesome, school legislation."

Because

"No group has ever bettered its condition except through organization; therefore we must have organization. The more nearly perfect the organization the more effective it is."

Because

"A 100% enrollment insures the maximum amount of funds hence the maximum amount of work can be accomplished for the upbuilding of the public schools."

Because

"To know that each and every other teacher of the county is engaged in the same purpose will comfort, cheer and strengthen each member of the organization."

Because

"It helps to enable this organization to discourage undesirable things and to promote desirable things which are of absolute necessity to the welfare of our educational system."

Because

"If a teacher is not willing to work with other teachers to the end of common betterment he should get into some other line of work and make room for someone who is willing."

Because

"Teaching should be a profession and teachers professional men and women. To bring this about it is necessary to set definite standards of preparation and of conduct. Only a representative organization can do this."

Because

"Every profession has its organization from which to draw pleasure and inspiration. Every Missouri teacher should take pride and pleasure in belonging to the State Teachers' Association."

Because

"The M. S. T. A. fostered the agitation for better salaries until the salaries were raised in many instances from 50% to 100% and a teacher has no right to a share in the reward without sharing in the effort."

Because

"Our enrollment speaks confidence in and appreciation of all the officers of the Association from lowest to highest and guarantees them the funds and moral support to carry on the great meetings, distribute circulars and magazines of information, and makes possible the organized efforts to better the condition of each school."

THE FAITH OF COLUMBUS

THE THINGS THAT HAVEN'T BEEN
DONE BEFORE.

THE THINGS that haven't been done before,

Those are the things to try.

Columbus dreamed of an unknown shore,
At the rim of the far-flung sky.
And his heart was bold and his faith was strong,

As he ventured in dangers new,
And he paid no heed to the jeering throng,
Or the fears of the doubting crew.

The many will follow the beaten track

With guide-posts along the way,
They live and have for ages back

With a chart for every day.

Someone has told them it's safe to go

On the road he has traveled o'er,
And all that they ever strive to know,

Are the things that were known before.

A few strike out, without map or chart,

Where never a man has been,
From the beaten paths they draw apart

To see what no man has seen.

There are deeds they hunger to do;

Though battered and bruised and sore,
They blaze the path for the many, who

Do nothing not done before.

The things that haven't been done before

Are the tasks worth while today;

Are you one of the flock that follows, or

Are you one that shall lead the way?

Are you one of the timid souls that quail

At the jeers of the doubting crew,

Or dare you, whether you win or fail,

Strike out for the goal that's new?

(Author Not Known).

FAITH.

O WORLD, thou choosest not the better part!

It is not wisdom to be only wise,
And on the inward vision close the eyes,
But it is wisdom to believe the heart.
Columbus found a world, and had no chart,
Save one that faith deciphered in the skies;
To trust the soul's invincible surmise
Was all his science and his only art.
Our knowledge is a torch of smoky pine
That lights the pathway but one step ahead
Across a void of mystery and dread.
Bid, then, the tender light of faith to shine
By which alone the mortal heart is led
Unto the thinking of the thought divine.

—George Santayana.

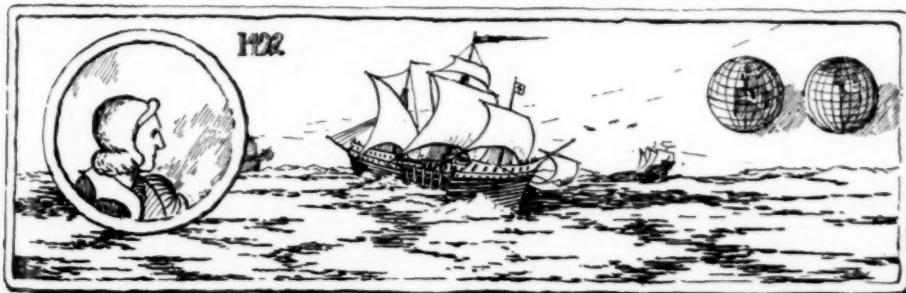
FRIDAY NOT AN UNLUCKY DAY.

(From the *Journal of Columbus*).

"I left the city of Granada on 12th day of May, in the same year of 1492, and came to the town of Palos which is a seaport; where I equipped three vessels well suited for such service; and departed from that port, well supplied with provisions and many sailors, on the 3rd day of August of the same year, being Friday, half an hour before sunrise, taking the route to the islands of Canaria, belonging to your Highness, which are in the Ocean Sea, that I might thence take my departure for navigating until I should arrive at the Indies, and give the letters of your Highnesses to those princes so as to comply with my orders."

Friday, 12th of October.

"At two hours after midnight the land was sighted at a distance of two leagues. . . . The vessels were hove to, waiting for daylight; and so on Friday they arrived at a small island of the Lucayos, called in the language of the Indians, Guanahani.



STATE TAXATION FOR THE SUPPORT OF THE PUBLIC SCHOOLS AND STATE EDUCATIONAL INSTITUTIONS

MISSOURI'S PUBLIC SCHOOLS are supported by local taxation, direct appropriation made by the General Assembly, interest on the State School Fund, interest on the county funds, interest on township funds, and interest on special district funds. The proportion of support derived from these various sources is as follows, of each dollar used for the public schools:

89.9 cents is obtained from local taxation.
 .4 cents is obtained from direct appropriation.
 .4 cents is obtained from interest on State Funds.
 .1 cents is obtained from interest on County Funds.
 .3 cents is obtained from Special District and Township Funds.

It is obvious that practically all school support comes from local taxation and the one-third of the State revenue directly appropriated by the General Assembly.

The State School Fund had its origin in the sale of lands donated to the state by the United States Government for educational purposes and by a gift of \$382,335.30 from the National Government in 1837 when Congress distributed the surplus revenue to the states. The General Assembly in 1838 set aside the sum received from the U. S. Government together with some \$40,000 that had accumulated from the sale of land as a permanent school fund and provided that no part of the fund should ever be spent and that it should accumulate until it reached \$500,000, after which the interest might be appropriated for the use of the public schools. This fund has had a rather unusual history and is now represented by the well known certificates of indebtedness which the state can never pay.

The county funds are derived from fines, forfeitures, sales, etc., and the sale of some swamp lands given to the counties in which they were located in 1858. The township funds are derived from the sale of the 16th and 36th sections in each congressional township set aside by act of Congress for the support of the public schools. Special district funds are derived from gifts, devises, etc., and are managed by the districts. The township and county funds are managed by the county courts and the State funds are administered according to law. At present they are held by the state in the form of permanent certificates of indebtedness by constitutional amendment. The public school system in Missouri was established by law in 1835, but was looked upon as a sort of semi-charitable institution and as such it had a long, hard fight with private education.

1870 may be taken as the date of the triumph of public education in Missouri. Not that any particular event took place in that year to mark the advent of public education as the dominant policy of the people of the state. On the other hand it has been a policy of slow growth. At first the theory was that education

should be furnished to the poor at public expense. But after the Civil War, private education was compelled to give way before the theory of free public schools.

The reconstruction government adopted a system of public schools supported by taxation. But it was far ahead of the age and was replaced later by a system more in keeping with the needs of the time. It was during this period (1867) that the first appropriation from the General Revenue Fund was made for the University. In 1870 the victory of the Liberal Republican party brought a general amnesty and paved the way for the return of democracy to power in the state. But public education had grown in favor to such an extent that about one-half of the children of the State who were of school age were enrolled in the public schools. Three State Normal Schools were founded to furnish trained teachers for the public schools in 1870 and 1871. So strong had the sentiment for public education become that the Constitutional Convention of 1875 provided that at least one-fourth of the General Revenue of the State should be set apart for the support of the public schools. The letter of the Constitution was followed until 1881, and since that time the General Assembly has always set aside one-third instead of one-fourth of the public revenue as required by the Constitution. The last few years there has been an effort at each session of the General Assembly to set aside one-half instead of one-third of the General Revenue for the public schools of the State.

The last data from the State Superintendent's report shows that the various funds and sources of support and the interest from them available for use by the public schools were as follows:

Special District Funds.....	\$ 102,503
Township Funds.....	2,333,204
County Funds.....	9,376,833
State Funds (State certificates of indebtedness).....	3,159,000
Total of all Funds.....	\$14,971,540

Interest on Township Funds.....	\$154,504
Interest on County Funds.....	539,185
Interest on State Funds.....	187,040

Total Interest..... \$880,729

There is no uniformity in the distribution of any of the funds except the interest on the State funds, which is put in with the third of the general revenue appropriated to the public schools and apportioned according to law. The total general revenue for 23 months of the biennial period ending December 31, 1924, was \$21,129,369.24, but the revenues for the present biennial period beginning January 1, 1925 will not be that much. The State Tax Commission in their Budget issued January 1, 1925 estimates the general revenue for the biennial period at \$20,982,000. One-third of that would be \$6,994,000 for the two year period or \$3,497,000 for this year. This sum will be increased by the

\$187,000 interest on the state certificates of indebtedness making the total estimated sum for apportionment to the public schools this year \$3,684,000 instead of \$4,043,855, the amount apportioned last year. All school boards are realizing what this difference means to them in financing their schools.

This sum is far short of adequate State support. The total expenditure for public education for the school year ending June 30, 1924, according to the county clerks report was \$45,694,352.89. This expenditure will not grow less although the amount of state funds available for apportionment was less last year than year before and will be less this year than last year. Good authorities on public education have said that the State should pay at least one-third of the bill for public elementary and high school education. If we accept that standard as the goal for Missouri the state this year, providing there is no increase in the amount expended for Education, should pay \$15,231,450.97. But our total estimated revenue is only \$10,491,000, and the amount we actually will pay will be a little less than one-twelfth the total amount expended instead of one-third.

An effort was made by Governor Baker to get the General Assembly to increase the revenues of the state \$4,300,000 for the biennial period which would have given the public schools \$1,433,000 more than they will receive and would have enabled the governor to permit the appropriations made by the General Assembly for the state educational institutions to stand as made. However, the General Assembly largely because of a complicated game of politics between the Senate and the House, the former being controlled by the Democratic and the latter by the Republican party, failed to pass the measures recommended by the governor and he was compelled to veto a large number of items in the appropriation bills that had been passed for the support of the University and the other State Educational institutions. Incidentally the public school fund lost the \$1,433,000 which it would have received had the revenue measures recommended by the governor passed but no one seemed to think much about that. In fact the General Assembly attempted to make up the sum needed for the support of the state institutions by using the school fund instead of the General revenue fund for a number of items for which the school fund had never been used before.

It has become customary the past few years for the General Assembly to appropriate from the one-third set aside for the schools, various sums for special purposes, the money to be set aside for these purposes by the state superintendent before the General apportionment is made. This practice was begun by setting aside money for special aid to weak rural districts and consolidated high schools, but every session of the General Assembly has encroached more and more upon the one-third until the last session of the General Assembly appropriated \$1,432,427.18 from the one-third

set aside for the public schools which sum must be deducted before one cent is apportioned to the public schools.

This sum does not include special aid to weak rural school districts or aid to consolidated rural high school districts which must also be taken out of the school fund before the general distribution is made. It might be of interest to enumerate the items for which this \$1,432,427.18 is expended. They are as follows:

Teacher-training high schools.	\$ 396,000.00
Teacher-training high schools deficiency	37,627.18
Teacher-training in cities	275,000.00
Vocational Education (both cities and country)	440,000.00
Rural high Schools	50,000.00
Rural high school aid (deficiency)	60,000.00
Salaries of high school and rural school Inspectors	77,600.00
Negro teacher-training summer school	15,000.00
Salaries of county superintendents	91,200.00
Total	\$1,432,427.18

The last three items on the list were never before taken from the school fund but from the general revenue fund. These figures are for the biennial period. When one-half of this \$1,432,427.18 or \$716,213.59 is deducted from the public school fund for the present year it is easy to see why the amount of state money received by each school district in the state is much less than it was last year.

Can this condition be changed and if so how?

In order to answer this question let us investigate a little more carefully the sources of the General Revenue Fund. The General Revenue Fund receives money from forty different kinds of taxes, fees, etc. But the main sources are the general property tax, income tax, corporation franchise tax and inheritance tax. Using the figures given in the Tax Commission's budget issued January 1, 1925, we find that in detail the sources of the state revenue for 23 months of the last biennial period and estimates for the present biennial period are as follows:

	(1923-4, 11 mos.)	(1925-6, est.)
Income tax	\$ 6,005,828.54	\$ 6,200,000
Property tax	5,484,409.82	4,800,000
Corporation tax	2,800,280.02	3,100,000
Inheritance tax	2,094,325.07	2,250,000
36 minor sources such as fees, refunds, interest, and sales..	4,734,552.79	4,632,000

Total General Revenue ... \$21,129,396.24 \$20,982,000

It will be seen by these figures that the property tax as now used brings about one-fourth of the General Revenue and that the other forms of taxation account for the other three-fourths. That the total estimated revenue for the present biennial period is \$20,982,000 of which \$6,994,000 will be according to custom, appropriated to the school fund and \$13,988,000 is all that is available for running the entire activities of the State government including the support of the universities, state teachers colleges, eleemosynary institutions, state board of agriculture, pub-

lic health, and many other important, necessary, and highly beneficial public activities. The needs of the State for these purposes as estimated by the responsible officials in charge and most of them approved by the Tax Commission (but not all included in the budget) amounted to \$26,800,213.63 for the biennial period. The Tax Commission was compelled to cut off from requests, which it for the most part approved after the investigation, \$12,524,944.38, because it was necessary so far as the Commission is concerned to make the recommended appropriations come within the estimated revenue.

It is plain from the above figures that not only is the state not now doing its share in the support of the public elementary and high schools but that the revenue situation is such that the state is not and cannot do the work upon which it has already embarked in higher education, training of teachers, care for the unfortunate, scientific agriculture, public health, and general welfare.

What can be done to remedy the situation? The remedy lies in the hands of the General Assembly. It has full responsibility because it has sufficient power to pass all legislation needed to correct the situation. The time was when it was thought and urged that constitutional changes were necessary but thanks to the Executive Department of Government in the Gardner and Hyde Administrations the ground has been so cleared that the General Assembly has full power to raise sufficient revenue to carry on the business of the state.

Governor Gardner proposed and the General Assembly enacted a number of forms of taxation other than the general property tax which before had been relied upon almost entirely for State revenue. The courts upheld these laws. Governor Gardner proposed full valuation but it was rejected by his colleagues. However, it was adopted by the Hyde Administration. These measures have been approved by the people both by the defeat of the men who as members of the Board of Equalization voted against full valuation in the Gardner Administration and by the re-election of Hackman, the one man who voted with Gardner for full valuation, by the biggest majority of anyone on the Republican ticket in 1920; and also by the re-election of Becker, the only member of the Board of Equalization under the Hyde Administration running for office in 1924, by the biggest majority of anyone on the Republican ticket. Thus the people have approved of full valuation in as emphatic a manner as it is possible for people to approve of any policy in our system of government where several questions are issues at the same election.

The property tax is now only one-third that allowed under the Constitution of the State. Thus it is clear that the General Assembly had the power to remedy these conditions. It, therefore, had the responsibility. But the General Assembly not only failed to pass any adequate revenue legislation but further depleted the state school moneys by appropriating from the one-third set aside for the public schools for the salaries of county superintendents and the sal-

aries of the inspectors in the state department of education, both of which sums had always before been paid out of the general revenue fund. Even if one General Assembly should make adequate provisions for the public schools and educational institutions it would probably be only temporary and the whole question would be continually thrown into politics, by office seekers who might think they could obtain votes by such action.

Certainly this condition should be changed so that the state will support its public schools and its state educational institutions as they should be supported without making them the football of party politics as they have been in the past. The annual cost of the public schools and state educational institutions is well known and is approximately the same from year to year. The theory that education is a state function and a state responsibility in a democracy is well established. The state now by state law compels all children to attend school and through its state department of education prescribes in great detail the course of study and the subjects that the children of the state shall be taught from the time they enter the first grade until they graduate from high school. Since the state is directing education and compelling the children of the state to attend school it should pay at least one-third the costs of public education instead of shifting more than eleven-twelfths of the burden to the local community as it now does. While the General Assembly could pass adequate legislation if it would it has failed to do so and should such measures be passed they would not be permanent and the whole question would still be in "politics".

The remedy lies in providing a permanent constant revenue by constitutional amendment that will be sufficient to meet approximately one-third of the total costs of our public schools and all the costs of our state educational institutions. This will require about \$20,000,000.

THE AMENDMENT

The constitution should be amended by striking out the present provision requiring one-fourth of the general revenues of the state to be appropriated for the support of the public schools and inserting in lieu thereof provisions for revenues that will amount to about \$20,000,000 annually. This sum should be divided between the public schools and the state educational institutions in the ratio of two to one, giving two-thirds to the public schools and one-third to the support of the state university, the five state teachers colleges, and Lincoln university. The two-thirds set aside for the public schools should be apportioned according to law as the present fund is now apportioned which law could be changed from time to time by the legislature as changed conditions might require. The one-third set aside for the state institutions should be apportioned among the various institutions in such manner as the legislature may provide.

This plan would remove the public schools and the support of the state institutions from

politics. It would provide a stable permanent support that would not fluctuate with the will of partisan legislatures or depend upon political campaigns.

Property Tax

Such an amendment should provide at least two or three kinds of taxes to produce this \$20,000,000. One should be a property tax, the other an income tax, and a third might be a tax on luxuries and amusements such as the United States government now uses to collect large sums in Missouri. The property tax is a stable tax, does not fluctuate much from year to year and has always formed an important part of any system or plan of taxation. The objections to it, first, that property does not always indicate ability to pay and second that much intangible property escapes the assessor, are well founded and yet the fact remains that the property tax is a stable tax, that it can be collected and that it is being used by every state in the American Union.

Income Tax

The income tax is now used very extensively by the United States government and is also in use in eleven states one of which is Missouri. Some of the states, notably Delaware, set aside the income tax for school purposes. Income certainly represents ability to pay and an income tax also falls upon incomes from intangible property. Thus the income tax is strong in exactly the places where the property tax is weak, that is, it does fall upon intangible property and upon those able to pay.

Within the past year or two there seems to be a movement, probably fostered by those having large incomes, to discredit the income tax as a form of taxation. This subtle propaganda appears in the metropolitan press of the country and intimates rather than declares that the income tax is ruinous to the business prosperity of the country.

The surtax upon incomes collected by the United States government is always the basis of the argument but the inference is made against all income taxes.

In any discussion of the income tax, the distinction between the normal income tax and the surtax should be made very clear.

No state in the union has a surtax or so far as I know has ever proposed one. Most states using the income tax have the graduated income tax but it only runs as high as ten per cent in any state and six per cent with that one exception is the limit. Six per cent is also the limit of the normal income tax under United States Law.

The efforts of the Coolidge Administration to reduce the surtax which runs as high as forty per cent on large incomes is certainly commendable and doubtless there is truth in the argument that such taxes are injurious to business prosperity. But that argument does not hold against a normal income tax any more than it holds against any other form of reasonable taxation. The normal income tax even of the highest grade, which only falls on larger incomes is a comparatively light tax and should

not be opposed by anyone unless the opposition is actuated by the desire to escape taxation entirely. Let us take a concrete example of property tax compared with income tax.

A certain taxpayer in McDonald County had last year a valuation of \$1000 on which he paid a property tax (state, county, school, etc.) of exactly \$24.50. Six per cent is a good profit to make on any safe investment. Suppose this taxpayer made six per cent on his investment, what per cent of his profits did he pay as taxes? Six per cent of \$1000 is \$60. He paid \$24.50 which is 40.8% of \$60. If he made a profit of six per cent and his tax be considered as an income tax, he paid an income tax of nearly 41% or more than the much talked about surtax of the United States government, which is paid by million dollar incomes. But suppose we apply the highest rate of the normal income tax to this profit on the \$1000 which of course could not apply unless that profit was a part of a much larger income. The highest rate of the normal United States income tax is 6%. The profit of the \$1000 was \$60. 6% of \$60 is only \$3.60.

If property is intangible and escapes the property tax either legally or otherwise (and we know that most large incomes are based upon that kind of property) certainly a tax of even \$3.60 on the \$1000 (and that is the highest normal United States income tax) is not an excessive tax but is only making intangible property bear a part of its just proportion of the costs of government.

By combining a property tax and an income tax in one constitutional measure for raising the sum necessary for state support of the public schools and the educational institutions a system can be had which will be fair to all concerned. Intangible as well as tangible property will pay its part and the public schools and the educational institutions will be removed from politics.

Luxury Tax

A small tax on luxuries, amusements, tobaccos, cosmetics, etc., has been proposed as a third form of taxation to be incorporated in the proposed amendment. Such a tax is being used by the United States government. It has several advantages and deserves serious consideration.

Where is the farmer's burden? There has been much said the last few years by candidates seeking the farmer's vote about reducing the taxes of the farmer. The proposal has been to reduce a 5 cent state tax a cent or two and some of them have gone so far as to propose to do away with the state property tax altogether. These would-be vote-getters either don't know the farmer's problem or they are deliberately trying to deceive him. The farmer's burden is not a cent or two or even five cents of state tax but it is the 65 cent and in some cases the 150 cent local school tax that he is paying by his own vote in order that he may educate his own children. What the farmer needs is some plan that will relieve him to some extent from this burden which the very conditions of his vocation and his desire to educate his children

have thrust upon him. According to our theory of government, education is a state responsibility. If the state would pay one-third the cost of public education as it ought to do the farmer who is paying 65 cents would have his local school tax reduced approximately 22 cents and the farmer who is paying 150 cents would have his local tax reduced approximately 50 cents for the same kind of schools he now has. The increase which he would have to pay in state taxes would be insignificant. However, the school fund apportioned by the state would be increased from approximately \$3,000,000 to approximately \$13,000,000 annually. This extra apportionment would enable the farmer to reduce his local school tax from one to three times the suggested increase in the state tax. Thus the proposed amendment would be a real relief measure for the farmer and would at the same time support instead of cripple the school in which he educates his children.

Missouri is no longer purely an agricultural state. More than half of its population live in cities and towns and are supported by means of industry and commerce. The old system of taxation, the property tax which was reasonably just and fair in a state that was entirely agricultural is no longer a just tax for raising all the money needed to carry on the state government. The wealth which supports industry and commerce is largely intangible and does not, for the most part, pay its part of the property tax. The income tax does reach the profits of industry and commerce and is, therefore, a form of taxation well adapted to an industrial state. In a state like Missouri which is part agricultural and part industrial a system of taxation to be fair to all must be made up of forms of taxation adapted to both types of property. This requirement is met by the sug-

gested constitutional amendment. The property tax reaches the agricultural wealth and the income tax reaches the intangible wealth of industry.

In conclusion. More revenue must be raised by the state if the state is to carry on its work, if the higher educational institutions are to live; if the public schools are to receive anything like the support from the state they should receive. The program I have suggested is not radical; it will meet the needs of the schools and state; and it is based upon two thoroughly tried out methods of taxation that taken together make as just a system of taxation as it is now possible for the state to adopt, and probably a third method that apparently has many points in its favor.

Certainly every citizen of Missouri, who believes that the state should bear its part in the education of its citizenship, will enthusiastically support a measure that would take our public schools and educational institutions out of politics and furnish them adequate permanent support. We have taken the road question out of politics by providing in our state constitution for adequate permanent revenues for building and maintaining good roads. Let us take our public schools and state educational institutions out of politics by providing in our constitution for adequate revenues for maintaining our public schools and state educational institutions. Missouri now ranks first in her provisions for building and maintaining good roads. The suggested constitutional amendment would give her first rank in the provisions for the maintenance of public schools. The state that ranks first in its provisions for the maintenance of good roads and good schools will soon rank first in everything else that is worth while.

WHERE HAVE YOUR TAXES GONE?

MUCH HAS BEEN said in recent years about the high cost of state government.

Have you ever examined your tax receipt to see where your taxes have gone?

The following table shows how the taxes of several taxpayers in different sections of the state (selected at random from available sources) have been distributed.

Taxpayer "A", Warrensburg, Johnson County paid taxes on a valuation of \$4340 to the amount of \$83.59.

He paid:

For capital bond, soldiers bonus, and pensions for the blind, voted by the people.....	\$ 2.17
For money appropriated to the state school fund.....	.72

For current expenses of the state government including the ex- penses of all state departments; all boards, bureaus, and commis- sions; the state University; five state teachers colleges, and Lin- coln University; hospitals for the insane, reformatories and institutions; the General As- sembly; State Supreme Court, Courts of Appeals, and all other expenses of the state government	1.45
For expenses of county government	6.51
For local road and bridge work...	7.38
For local schools.....	43.40
For expenses of city government..	21.96

Thus taxpayer "A" paid for expenses of county, road, school and city \$79.45 and for all expenses of state government and institutions \$1.45 on a valuation of \$4,340.

Taxpayer "A" therefore contributed to the expenses of local government more than 54 times as much as to the support of state government and all the state institutions.

The table below is an analysis of several other tax receipts. The ratio of taxes paid for local government to those paid for state government and the support of state institutions is stated in the last column.

ANALYSIS OF TAX RECEIPTS

Data taken from actual tax receipts as follows:	Valuation	Capital, Bonds, Pension for blind & Soldier Bonus	State School Fund	State Revenue	Total Tax for County, for City and for Schools	School Tax alone, also included in the previous column	Ratio of taxes paid for Local Government to taxes paid for State Government and Support of State Institutions
(A) Taxpayer Johnson County, City of Warrensburg	\$4340	2.17	.72	1.45	79.25	43.40	More than 54 times as much
(B) Taxpayer Cape Girardeau County, City of Cape Girardeau	560	.28	.09	.19	12.88	7.00	More than 67 times as much
(C) Taxpayer Rural District Audrain County	8240	4.12	1.37	2.75	86.11	41.20	More than 31 times as much
(D) Taxpayer Rural District Audrain County	9620	4.81	1.60	3.21	76.48	24.05	More than 23 times as much
(E) Taxpayer City of Mexico in Audrain County	21120	10.56	3.52	7.04	305.18	190.08	More than 43 times as much
(F) Taxpayer Rural, McDonald County	1000	.50	.17	.33	23.50	17.50	More than 70 times as much
(G) Taxpayer Rural, McDonald County	630	.32	.11	.21	6.81	3.15	More than 32 times as much
(H) Taxpayer City of Moberly, Randolph County	2280	1.14	.38	.76	52.67	22.80	More than 69 times as much
(I) Taxpayer Rural Lafayette County	7400	3.70	1.23	2.47	66.60	14.80	More than 26 times as much
(J) Taxpayer Rural Lafayette County	11000	5.50	1.83	3.67	143.00	66.00	More than 38 times as much
(K) Taxpayer City of Columbia, Boone County	440	.22	.07	.15	9.91	5.28	More than 66 times as much

Try this analysis on your own tax receipt.

Can You Afford To Help Provide Adequate Revenue For All the Schools and Educational Institutions of the State?

History of Education in Missouri.

By W. T. Carrington.

THE LICENSING OF TEACHERS.

THE CHANGES in requirements in preparation for teaching and the manner of determining these qualifications and degrees of efficiency is an interesting study in the development of our public school system. In recent conversations with Missouri teachers, it appears that many have impressions that the present system of licensing is hodge podge. Far from it. In the main it is scientific. Whatever of weakness may appear is due to its functioning in the hands of the State's institutions set up for training teachers or of the departments set up by the state to supervise teaching.

When legal provisions were first made for public schools, school boards were authorized to employ teachers "of good moral character, learning and ability." It was left entirely to these local school officials to determine these qualifications. The first laws touching this matter was enacted in 1825 which directed "school trustees to examine prospective teachers in branches of learning to be taught in the schools and to determine their ability to manage and discipline the school."

In 1838 a revision of the school code attempted to establish the township unit in school management and for state supervision of school finances and statistics. It provided for a township school commissioner whose individual duties were to supervise finances, but he was also chairman of a township board of visitors, the number to be determined by the voters not to exceed nine. This board was required "to visit the schools, determine the qualifications of the teachers and the efficiency of the work." They examined teachers and issued licenses to teach in the schools of the township. There was no designations as to subjects or time limit. The board of visitors could revoke certificates for cause and require re-examination of any or all teachers at any time.

In 1853 there was another revision of the school code. Its central point of view was county unit in management. For the first time it required the State Superintendent to give his entire time to the schools. School men were called to the office and steps taken to provide courses of study and to establish a graded system but no provision for state licensing of teachers. The county school commissioner took the place of the "township board of visitors." The Commissioner licensed the teachers of the county. The time limit was one year. Seven basic subjects were named:— Spelling, Reading, Writing, Arithmetic, Grammar, Geography and History. It was specifically provided that he should "determine the teacher's moral character and his ability to teach the principles of justice and a sacred regard for truth." The real authority to regulate the schools was left in the hands of the local school boards.

At the close of the war between the states in 1865 an entire new school code was enacted. It was considered very radical. It gave a state superintendent great authority in establishing schools, in levying taxes and in directing the work. For the first time authority was given him "to examine teachers and grant certificates to teach." This authority has persisted in identical language for sixty years now. May it continue for many more years. It is the shortest and best state law relating to state certificates so regarded by scores of superintendents of other states with whom I have talked. He was given authority to prescribe blanks for county and local school officials. It provided for a county superintendent of schools to give his entire time to the schools and made him a sort of state deputy for his county. He examined and licensed teachers for his county "for not less than six month nor more than two years." The first definite classification of county certificates grew out of this law. The state superintendent prepared blanks upon which these certificates were issued. There were four kinds, two grades and two classes in each grade. The lowest was "second grade-second class," good for six months and contained eight basic subjects. The next was "first grade-second class" good for one year and contained twelve subjects. This certificate was issued to me by the county superintendent of Callaway County—my first. The third was "second grade-first class" good for eighteen months and contained eighteen subjects. The fourth and highest was "first grade-first class" good for two years and contained twenty-four subjects. What subjects? I do not definitely recall. Steele had prepared several of his "Fourteen Weeks in Science" and Smith had prepared several of his "Histories" of the leading European Nations. These with several divisions in both English and Mathematics made up the sixteen in addition to the eight basic subjects. The state superintendent granted but few certificates and they were in recognition of some reputation made. It was thought of as a professional certificate and issued for life. New laws of 1875 changed the licensing system but little. It substituted the County Commissioner for county superintendent, but he had same powers and duties relating to licensing teachers. The State Superintendent changed the form of county certificates. They were designated as first grade, second grade and third grade and this designation has continued to the present.

When W. E. Coleman became State Superintendent in 1883, he recognized teacher-training as an element in licensing teachers. He issued a limited state certificate to graduates of Normal Schools after giving them an examination. In 1885, there was enacted a law making the

Normal School Diploma a life license to teach in any public school and the Normal School certificate issued on completion of the half course a two-years license to teach.

Please remember that in 1865 the state superintendent was authorized "to examine teachers and grant certificates to teach," that in 1875 the much discussed first, second and third grade county certificates came into existence and that in 1885 state institutions were recognized in the licensing system by making their diplomas and certificates licenses to teach. There have been many changes, some of them quite radical made in applying these three laws, but the laws have been little changed.

L. E. Wolfe became state superintendent in 1891. He sponsored what was called the Wolfe Institute Law. This law made it compulsory to have an annual ten days training-school to train and license conductors and instructors for the compulsory ten days annual county institute which in turn trained and licensed the teachers of the county. The institute faculty took the place of the county commissioner in issuing certificates. The work done in the institutes took the place of examinations. In 1893 the general assembly repealed that part of the law relating to the State training school but not that part relating to county institutes. County certificates were issued on work done in institutes by the faculties for eight years but these faculties were named by the County Commissioner after the first two years without restrictions of any sort.

The state administrations from 1895 to 1899 under John R. Kirk conducted stated and regular examinations for State Certificates of three definite types, life, five years and three years and many more were issued than hitherto. He introduced the element of designating specific preparation for specific positions. The rapid growth in high schools made this desirable.

There were many changes during the administration of W. T. Carrington from 1899 to 1907. The law requiring county institutes to issue county certificates was displaced by one naming three grades of certificates with the same requirements as to subject that they have today. The state superintendent prepared the questions and all examinations were to be held at designated dates in the law, same as at present. The law provided for a county board to conduct the examinations, grade the papers and issue the certificates. The board consisted of the County Commissioner, one school teacher named by the State Board of Education and one, by the respective County Courts. Summer Schools took the place of the county institutes and approved grades made at summer schools were applied on certificates without examinations. Two days out of the school term were taken for county teachers' meetings. The main features of these laws are still in force, but changes have been made that improve them. In 1911 the element of completing so much of high school work was introduced and the grading of papers written for first grade certificates by the State Superintendent was required due to a previous

requirement that a first grade county certificate was good in any county and renewable for an indefinite number of times. Two laws relating to high schools have affected the licensing of teachers very much:

1. Giving authority to State Superintendent to classify high schools and
2. Teacher training in high schools, but the main features of the Carrington Laws seem permanent such as (1) Stated times for examinations (2) on questions prepared by the state superintendent (3) the using of grades made in school in lieu of examinations (4) the completion of certain amount of high school work for the higher certificates.

This law popularized the summer school and led to the continuous sessions of our state institutions and the amount of school preparation for teaching has more than doubled in the quarter century.

Under law the State Superintendent has since 1913 issued certificates to graduates of high schools and of standard colleges who have completed teacher-training courses set up by him. About the same time the state institutions adopted policies of issuing diplomas that largely increased the types of diplomas issued. Diplomas issued to those who completed sixty hours of work were designated rural, primary, lower grade, upper grade and general according to specific preparation. Diplomas issued on completion of ninety hours went further and differentiated those who prepared to teach certain subjects in the small high schools and the diplomas issued on completion of one-hundred-twenty hours went still further. All these under the law are life licenses to teach, but they all come under one designation "a diploma on completion of full course." There was little or no attempt made to differentiate the teaching ability of those who received certificates on completion of thirty-hours.

Since 1919 all state teacher-training institutions are colleges and no diplomas are issued on less than one-hundred-twenty-hours, but certificates issued to those who complete sixty or ninety hours are licenses to teach for two years.

The state superintendents since 1909 have more and more used wisely the authority given them "to examine teachers and grant certificates to teach" by making the certificates state what the teachers are prepared to do. There may be scores of different designations but why call each a type of certificate.

There are but two types of institutional licenses—diplomas and certificates—and four types of county certificates—first, second and third grades—and a special issued in emergencies. There is no limit to the types that may be issued by the state superintendent. It is possible for him to encourage specialization in fixing requirements for high schools. Possibly fundamentals should be stressed more and lessen the demand for preparation to teach special subjects.

ECIWE SCHOOL"

small enough, ever stamped by the hand of man, to pay the salary of a poor teacher; there who lead the souls of children to the true dignity of life and living."—Francis W. Parker.



**"I TEACH WHAT I HAVE LEARNED
—AND AM LEARNING"**

This remark was made by one of our instructors in the classroom.

Is this your attitude as a teacher? Are you using your spare time this winter to make yourself a better teacher? There are many ways for self-improvement. We offer one way—that of correspondence and extension work this winter. Write our extension department for particulars about this work.

For those who can attend school now we suggest starting at the beginning of the winter quarter, Dec. 1.

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NEW PHYSICAL EDUCATION SYLLABUS PUBLISHED.

A PHYSICAL education syllabus bearing the title of "Health Measures and the Correction of Physical Defects" has just been published setting forth health inspection, physical examinations, correction of physical defects, hygienic conditions, building vitality and postures as topics of discussion. These are quite thoroughly treated in this bulletin of seventy-three pages which will be distributed to the schools of Missouri.

The idea behind health education is increasing the life span of mankind. Some of the marks of bad postures for which this bulletin sets forth means of correction are: Forward head, round shoulders, hollow back and weak abdominal muscles, high shoulder, prominent hip, lateral curves, double curves, and bad foot conditions. A vast amount of information is contained in regard to vitality building, physical examinations and health inspection. It is believed that the material in this book will be of much value to the schools and that the children will enjoy better health and, as a consequence, do better school work.

COUNTY SUPERINTENDENTS' MEETINGS.

The county superintendents have been called together by teachers college districts and at Rolla the day preceding the opening of the District Associations. This is the fifth day of the county superintendents' convention, four days of which was held in Jefferson City in April. At this meeting administrative problems will be thoroughly discussed by the county superintendents together with representatives of the State Department of Education, who will be present at each meeting.

FIRE PREVENTION.

Approximately 95 per cent of the schoolhouses in Missouri are not fire-proof. This places a strong responsibility upon those in charge to guard the safety of the school children. Some of the things which should be looked after in the effort to prevent fire are: Keeping rubbish, such as old paper, broken furniture, scattered kindling out of the basement and yard; protecting all floors under stoves with zincs. Walls, ceilings and partitions should be protected from overheated stoves and furnaces. Ashes should be safely disposed of and matches should be kept away from heat and out of the reach of children. Chimneys should be kept in good repair and well cleaned. It is not well for stove-pipes to pass through attics or closets. All

unused stovepipe holes should be kept covered. Due care should be exercised in the use of gasoline and kerosene. Oil mops, gas connections made with rubber tubing and electric irons are fire hazards and should be used with due care. Aisles and entrances should not be obstructed and all doors should open to the outside. Due care should be taken if there are any open flame lights near combustible material and if there are any broken electric fixtures or loosened wires. Wires should be examined often for short circuits. Electric cords should not be looped over nails or be in contact with any metallic objects or surfaces. Electric fuses should not be replaced by wire or other current carrying materials or devices. All fire escapes should be kept in repair. Due means of extinguishing fires should always be kept ready and in good condition.

BUILDING AND REMODELING.

Information on file gives evidence of a vast amount of property improvement during the past year. A large number of rural schoolhouses have been remodeled after the most approved plans so that cross lighting is being rapidly eliminated. Sanitary conditions have been very materially bettered. Many new buildings were opened for school this fall. About 85 new high schools organized under Section 15, H. B. 352, opened their doors for the first time in September.

PICTURE STUDIES.

The following is a list of good pictures for study listed by grades. All teachers recognize the influence of good pictures and no part of the school work will be found more valuable than cultivating the taste of children for good pictures and stimulating their interpretation of these works of art. The list of pictures, according to grades, follows:

Grade I

Russell—Child with Cherries.
Reynolds—Age of Innocence.
Raphael—Madonna of the Chair.
Breton—Song of the Lark.

Grade II

Murillo—Virgin and Infant Jesus.
Bonheur—Horse Fair.
Millet—The Angelus.
L'Hermitte—Among the Lowly.

Grade III

Maes—Young Girl Peeling Apples.
Schreyer—Arabs on the March.
Manet—Boy with the Sword.
Corot—Souvenir of Italy.

Grade IV

Raphael—Madonna del Granduca.
 Van de Velde—Entrance to a Dutch Port.
 Hobbema—Avenue of Trees.
 Velasquez—Infanta Maria Theresa.

Grade V

Bastien-Le Page—Joan of Arc.
 Holbein—Jane Seymour.
 Mauve—Twilight.
 Constable—The Cornfield.

Grade VI

Vermeer—Young Woman with Water Jug.
 Turner—Fighting Temeraire.
 Van Dyck—Charles I.
 Cezanne—The Stockade.

Grade VII

Rembrandt—Old Woman Cutting Her
 Nails.
 Brangwyn—The Pilots.

Da Vinci—Mona Lisa.

Puvis de Chavannes—The Wine Press.

Grade VIII

Ruysdael—The Windmill.
 Gainsborough—Mrs. Siddons.
 Watts—Hope.
 Da Vinci—The Last Supper.

Grade IX

Hitchcock—Flower Girl in Holland.
 Homer—Fog Warning.
 Inness—Peace and Plenty.
 Sargent—Robert de Civrieux.
 Stuart—George Washington.
 Whistler—Battersea Bridge.

**SOME FACTS REVEALED BY THE
 SENIOR PROJECT REPORTS
 FOR YEAR 1923-1924.**

The Summarized Project Reports for 1923-1924 show that the number of schools completing home projects is 85, and the boys in these schools produced from their supervised projects \$454,072.71 worth of farm products. The Federal and State Governments and local school boards expended a total of \$207,093.93 for salaries paid teachers of vocational agriculture. The State and Federal Governments also expended \$28,437.04 for maintenance of Teacher Training and Supervision. The total expenditure for the support of the vocational agricul-

ture program in the State of Missouri during the current year was \$235,530.97. For each dollar expended for salaries of Teachers of Vocational Agriculture and for the expenses of conduction of Teacher Training work and supervision, there was a return of \$1.93 in the total value of farm products produced. The value of farm products produced by the boys studying vocational agriculture exceeded the total expenditure by the Federal and State Governments and local school boards by \$218,541.74.

The reports further show that the highest project income per pupil for any one school was \$234.81. This record was made by the boys of the Maryville High School. Cape Girardeau ranked second in the amount of project income per pupil which was \$227.89. Lebanon ranked third with a project income of \$190.37 per pupil.

In the various high schools of the state doing project work, there were 29 different kinds of projects represented with a total enrollment of 1,695 students. The highest income per pupil was obtained by students carrying on the strawberry project which amounted to \$261.04. The highest income per acre was also from strawberries, which amounted to \$130.52. The highest average income per pupil for farm animal projects was \$142.33 obtained from the dairy cow project. The income from the same project per animal amounted to \$50.04.

The most popular projects considered from the standpoint of the number of students, were "Sow and Litter," with 378 students enrolled, and a project income of \$23.85 per animal. Poultry, with 334 students enrolled and a project income of \$.52 per bird (a large percentage of the fowls were sold as baby chicks); and pork production with 216 enrolled and a project income of \$2.80 per animal. Several other projects were more profitable, but were selected by a less number of students, among which were baby beef, 47 students enrolled with an income of \$32.75 per animal; dairy cow, 84 students enrolled, with an income of \$50.04 per cow; potatoes, 72 students enrolled, with an income of \$45.63 per acre; vegetable gardening, 47 students enrolled, with an income of \$78.12 per acre; and cotton, 38 students enrolled, with a project income of \$43.32 per acre.

AMERICAN EDUCATION WEEK.

American Education Week November 16-22 is a national institution worthy of observance by all the people of the nation. It is a season dedicated to giving expression to our interest in the great American institution which preserves and transmits to all generations the unparalleled history, ideals and traditions of our country and aids the other institutions in their efforts to perpetuate the same spirit of patriotism and justice conceived by the fathers of the nation.

The schools have before them the task of teaching the principles of right living and thereby make living a fine art; promoting proper social adjustments; developing habits of study

and reasoning; increasing the span of human life; adding to the total of known facts; and stimulating the factors which contribute to our reverence for God and love of our government and our fellow man.

A suggestive program is herewith published which will lend itself to the full cooperation of each community. The schools will render the state and nation a signal service and derive much benefit if they will make specific programs for each day and call upon the people of their respective communities to cooperate with them in a due observance of American Education Week.

SUGGESTED PROGRAM FOR AMERICAN EDUCATION WEEK.

Monday, November 16—Constitution Day.

Appropriate songs.

The Constitution is our guarantee of life, liberty and the pursuit of happiness.

Quotations from the Constitution.

Interpretations of the Constitution affecting all directly.

Dramatization of the Constitutional Convention. Short talks by patrons.

Stories preceding, during and succeeding the Convention, so any child can appreciate them.

Learn the substance of the Bill of Rights.

Study any pictures relating to the Constitution and its authors.

Question box on the Constitution.

Select material and work out exercises adaptable to all grades.

Learn this quotation from Franklin's utterance at the beginning of the constitutional convention:

"I have lived a long time and the longer I live the more I am convinced that God rules in the affairs of man and if a sparrow cannot fall to earth without His knowledge how can an empire rise without His aid."

Tuesday, November 17—Patriotism Day.

Appropriate songs.

The American Flag is the symbol of the finest fiber of American citizenship and is a silent pronouncement of the ideals of the Republic.

Stories and pictures of Betsy Ross.

Grades can construct flags for display on this day.

Flag drills.

Flag poems—Recitations.

Sing: The Star Spangled Banner and have some one tell the story of the writing of the national hymn. The story should be told first.

Sing: America.

Pledge to the Flag.

Stories of heroic deeds of our country.

Declamations—let them be original.

Wednesday, November 18—School and Teacher Day.

Account of the origin of the public schools in America.

How many school districts, high schools, colleges and universities in Missouri.

Name and locate the colleges and universities giving names of those in charge.

What is the total enrollment of the schools—of the high schools?

How many eighth grade graduates and high school graduates in the spring of 1924?

How many teachers in the schools of Missouri?

What good does education do the lawyer, doctor, civil engineer, carpenter, blacksmith, etc.

What are some of the branches studied as preparation for the above lines of work?

What can the teacher do for the community in the school room and out of the school room?

How does the school and teacher help to make better citizens?

What does your school need to be a better school?

(NOTE: Information in State Superintendent's Seventy-fifth annual report and high school directory of 1924.)

Thursday, November 19—Conservation and Thrift Day.

Appropriate songs.

Conserve what God has given us that those who follow may have in abundance.

What are natural resources.

1—Cite examples in the community.

2—Cite examples of destruction as well as conservation of natural resources in the community.

Organize tree planting clubs.

How may farmers practice conservation—What are they doing?

How shall we conserve clothes, homes, and out-buildings?

Discuss care of stock and automobiles.

Organize Savings Account Clubs and Christmas Clubs.

Toy banks may be used by little ones for club work.

What shall one do to be thrifty?

Friday, November 20—Know your School, Community and Health Day.

Appropriate songs.

Extend patrons special invitations to be present.

How can the service of the school to the community be increased?

What does the school need?

Everyone should have the advantages a public library serves. How can it be done?

What can be done to secure equal educational opportunities for all?

Keep abreast with the time in which we live. (Current Events Clubs).

How does education keep down crime?

Why must one have a better education to prepare for life now than was necessary years ago?

Is everyone in school healthy?

How can we stay healthy?

What are good health habits?

Organize health clubs.

Study pictures of health and disease.

Make health posters for display.

Play organized games and go through exercises.

How can hygienic conditions in school be improved?

Friday and Saturday's programs are combined so Health Education Day coming on Saturday may be observed Friday.

The last day, "For God and Country Day" will be observed by the churches with appropriate exercises. It would be a most fitting conclusion of this momentous week for everyone to take their places in these religious services and lend our presence and support in making these services thoroughly successful.

Some of Our Educational Problems.

In response to the questions "What is the most important problem, or one of the most important problems, confronting education today, and what can the M. S. T. A. do toward solving that problem?" the School and Community has received the following replies. The question was asked of 22 school people representing a wide range of educational workers.—Editor.

Greater Continuity of Courses.

From the viewpoint of a college dean, who receives scores of High School graduates every year and tries to solve their problems for them, I shall say that the thing most needed for individual pupils in Secondary Education is greater continuity of courses.

To put it another way I would have them take a few things more extensively rather than a smattering of many things.

The department of Secondary Schools of the Missouri State Teacher's Association might, it seems to me, do well to take cognizance of the dissipation of energy that results from scattered courses of students.

I believe in a variety of courses but not in courses of variety.

J. N. EVRARD.
Dean of Missouri Valley College.

We Need a Greater Range of Subjects in High Schools.

As I see it, the most important problem today is for Society to give every child within the state an opportunity to secure the kind of education and training he or she desires, including primary and secondary training, free of any tuition cost to the individual. It would be an easy matter for the legislature to enact a simple law requiring rural districts not maintaining secondary educational opportunities to pay the pro rata expense of such an education to any other district maintaining a high school. This could be easily and quickly done without changing any present boundary lines, but may in a few cases require some state subsidy.

I should say that more attention should be given than in the past to providing a greater range of subjects in the high schools. Various types of vocational training should be offered, thus affording the student the education which will function in his future life. Eliminate much of the dead matter in the high school course and substitute for it real live material that the student will like to learn about and that will bring larger returns in the future. Learn to do by Doing, and Earn while you Learn are two very vital and important principles involved in vocational education. These principles underlie the theory of the Smith-Hughes Act which grants federal subsidy to all the states offering vocational training, and for a very large per cent of the student body this training is a God-send.

I think the Missouri State Teachers Association could render valuable service by getting behind a program:

1. To make primary and secondary education free to each individual pupil.

2. To seriously contemplate the revision of subjects taught, to the end that greater opportunities are offered pupils to secure such information as will function more efficiently in the bread and butter struggle.

Yours Very Truly,
GEO. W. REAVIS,
State Director, Vocational Education.

We Need to Create a Greater Love for Work.

One of the most important problems confronting education to-day is to create in the minds of boys and girls "a love for work, a desire to serve and a willingness to accept responsibility."

I am not sure as to just what the Missouri State Teachers Association may do toward solving this problem. Anything that will tend to improve the teaching force and impress the importance of the training mentioned above upon the minds of the teachers will be valuable.

Progress may be made along this line through the right kind of a program at the Missouri State Teachers Association, and articles in the School and Community which will emphasize these ideas.

These are two sources which seem available for work immediately.

Very Truly yours,
W. M. OAKERSON,
Supt. of Schools.

We Need Better Teachers and a Better Appreciation of Good Teaching.

My work is entirely in the rural and village schools. In visiting them, the thought comes to me that perhaps our greatest need or greatest problem, is getting really good teachers. However, the State Teachers' Association is already doing a great work along that line. And when I see really good teachers rejected, in some cases because some poorer teacher will teach for less money, or in other cases because the board actually does not appreciate the good teacher, it seems to me we need more progressive school directors.

Aside from the problem of teachers, it seems to me the greatest problem that comes to me in my work, is to get the parents and other patrons to arrive at the point of view where the child seems of greater importance than the dollar—where the child of the neighbor seems of great importance, even if I have none of my own—where a few cents on the hundred dollars, added as tax, in order to make the school better, is met with a smile, as money invested well, instead of causing censure to fall upon the heads of the school directors who are doing their best to provide a good school for the children of the community.

I am doing my best in various ways, to help the people to arrive at such a viewpoint, by visiting school directors and talking with them, by school items in each of our four papers each week, by advertising, as well as possible, our ten first class schools, placing the pictures of these schools in the papers, etc., etc. What the SCHOOL AND COMMUNITY could do to better this condition, I hardly know. I do know that the few school directors of my acquaintance who have read the SCHOOL AND COMMUNITY have liked it and been helped by it, but it is hard to get them to subscribe for it. Perhaps a little cheap paper, for school directors, sent to the presidents of boards, or a little better paper, subscribed to by the directors, would help.

I feel that I have not contributed much by this letter, but I thank you very much for the opportunity of writing it.

Very truly yours,

MARY GUILLIAMS.
County Superintendent of Holt Co.

Adequate Financial Support.

The one important problem is the securing of adequate financial support for all classes of schools, efficiently and economically administered.

Very truly yours,

UEL W. LAMKIN,
President of Northwest
Missouri State Teachers College.

A Higher, Broader Professional Attitude.

The greatest need in the teaching body today is a higher and broader professional attitude which will permeate all our ideals and activities. If this statement seems too general, let us analyze it and see the extent of its operation.

I. A professional attitude involves an appreciation of the importance of preparation for the work to be done and need of high scholarship, therefore a professionally minded teacher realizes that at best our knowledge of subject-matter and methods will frequently fall short of our needs and that the necessity for advanced study is constant and continuous.

II. The professionally minded teacher realizes that this is a changing world and that old knowledge must constantly be modified and replenished to meet present needs whether one has meager attainments or boasts high scholastic honors. Even a Ph.D. who flaunts a Phi Beta Kappa Key may be miserably behind the times.

III. The professionally minded teacher realizes that his work has a direct connection with the affairs of State in that the pupils of today are the citizens of tomorrow and that habits of thought and action generated in the school-room will dominate public opinion before we are scarcely aware that the class has passed beyond our control. This ideal adds dignity as well as seriousness to our calling.

IV. The professionally minded teacher also realizes that his work is not a mere job in a class-room but that it is impossible to do that classroom job without controlling in some degree the influences that help or hinder school activities. This teacher is therefore an active participant in community affairs.

V. The professionally minded teacher realizes above all else that he deals with live, human boys and girls whose character and habits are now being shaped for all time and that all information-giving and -getting is a means to this end. This does not lower the importance of the knowledge-gaining side of school work—it sanctifies it to its highest purpose.

VI. The professionally minded teacher realizes that no man liveth unto himself but that together we are to establish the high purpose, lay the deep foundations and build the public opinion which will support the educational program which is essential to the life and growth of our great country.

These statements may still seem too general but the second question brings us directly to our immediate problem. What can M. S. T. A. do toward developing a fine professional spirit which will dominate the teaching body?

Numbers count. Therefore enrollment is the first step. The voice of the Association must be the voice of all the teachers if it is to be effective.

The annual presentation of the enrollment blanks is not a "hold-up" to be dodged if possible. It is an opportunity to be heard—directly or thru representatives. The response should be prompt and cordial, but because of the wage-earning artisan group it is necessary for the professionally minded to draw heavily upon their reserve energy in the effort to generate the beginnings of professional cooperation in the others.

Participation may be dominated by either of two ideals. The **wage-earner** asks, "What do I get out of it?". The **professional teacher** asks, "What can I do to help?". The wage-earner thinks his duty done when he pays his dues and attends some of the meetings, but he feels justified in severe criticism if the whole program does not center about his particular problems and preferences. If he accepts an office he is more concerned with the **glory** than the service and when he finds that offices are nine-tenths hard work he generally turns slacker. Members of the second group generally find plenty to do in the humdrum details of making programs, seeing that meeting places are ready, notifying the audience, keeping the books, serving on committees and all the multiplicity of small jobs that must be performed behind the scenes if the show is to be a success. The words of the Good Book are true here as in all things spiritual—"Where your treasure is, there will your heart be," and the harder one works and the more one gives, the more the joy of service develops a deeper professional attitude.

The wage-earner separates work and play completely. The clock strikes—work is done—now he may do what he likes. The professionally minded teacher likes his job better than anything else—he is happiest when at his work. Recreation is welcome and necessary because it makes him ready to do more and better work. It is not leaving a disagreeable job for a pleasant experience.

The M. S. T. A. exists for the purpose of amalgamating the various educational forces of the State, concentrating their energy upon a definite educational program and developing a public opinion which will support a progressive educational policy. In short, the M. S. T. A. is the means thru which the teachers of the state may lead public opinion in educational matters.

ELLA VICTORIA DOBBS,
President of the M. S. T. A.

We Need to Solve the Problem of the Rural School.

The most important problem in Missouri today concerns itself with the rural school situation. I do not hesitate to say again that every rural school boy and girl should have as far as is possible, the same educational opportunity that the boy or girl in the city and town communities has. That can mean to me nothing else but expansion and centralization both in finance and administration. In other words, I believe in the county as a unit both in financial matters and in administration.

Of course the County Unit Bill seems to be a scarecrow to some people, but I still believe that its fundamental principles are correct. I would at least as far in solving this problem as Superintendent Lee did in his recent Community School Bill before members of the legislature tore it up.

Your next question is "What in your opinion can the Missouri State Teachers Association do towards solving this problem?"

We can do much as we have in the past in

spreading correct information. It means that we must first sell the idea big to our twenty thousands or more teachers in Missouri and get them enthusiastic for it. But it means more than that. We should talk this, state facts, and spread propaganda on every occasion to show that the rural school boy and girl are not getting an equal opportunity. We have apparently failed in the last several sessions of the legislature, but failure in a righteous cause should not mean surrender. I believe that the State Teachers Association should still keep up its work in the legislature in trying to formulate a good law such as I believe the County Unit and Community School Bills would have been. After a time I believe we will succeed.

Another thing the State Teachers Association can do is to stand firmly behind the aggressive, courageous State Superintendent of Schools at all times. Through his meetings in the rural districts, often appearing himself, (I refer to such meetings as he recently held in Texas County), the rural people will finally be won to the idea. There should be a much closer coordination in all this work of bringing people to the correct point of view among the state educational institutions.

The lack of real information on the part of faculty members both in the University and in the Teachers Colleges has been astounding to me at times. But the most disappointing thing, I believe, is that some of these people feel almost as indifferent toward the matter as a good many of the people whom you meet in the rural districts.

EUGENE FAIR,
President, Northeast

Superintendent J. J. Maddox's Address to the St. Louis Teachers.

An Abstract of the Address.

AT A MEETING of the teachers, principals, and supervisors of the St. Louis schools, held on September 7th, incident to the opening of the public schools of the City, Superintendent Maddox delivered an address in which he reviewed recent educational progress, advocated a scientific approach to school problems, and enumerated some of the problems which the St. Louis schools are facing.

The School and Community is indebted to Mr. Roy Ivan Johnson, of the St. Louis Bureau of Research for the material from which the following quotations are taken.

Progress Due to Efforts at Adaptation.

"Educational progress is one of the outstanding characteristics of the past 25 years of American life. One cannot review the record of the first quarter of the twentieth century without being impressed by the significant changes which have taken place in the organization of the school system, in the expansion of the curriculum, and in methods and materials of instruction. Practically all of these changes have

been in the interest of better adaptation to the needs of the school population. The fundamental changes in school organization, for example, have been brought about by an effort to adapt instruction to differences in age, ability, and physical circumstance."

"These evidences of progress" indicate a commendable professional spirit and an encouraging public confidence. Those who have been engaged in the business of education have visioned its possibilities and the public has, with increasing liberality stood behind the educational workers, helping them to convert those possibilities into realities.

"So conspicuous and so significant have been the forward movements in education through the last quarter of a century that the National Education Association, at its recent meeting in Indianapolis, devoted considerable time to an inspirational 'backward look'—by way of gaining a perspective of recent educational accomplishments. It is indeed an inspiration to men and women who are devoting themselves to

the tasks of education to contemplate such a cumulative record of achievement."

Progress Through Educational Research.

"Upon leaving the meeting of the National Education Association at Indianapolis, I asked myself this question,—'To what have these changes in education been due? To what may we ascribe the progress made during the first quarter of this new century?' I cannot help feeling that the forward movement in education has been due in large measure to the results of research of one kind or another. Significant changes have taken place because professionally minded men and women have addressed themselves to the finding and interpreting of fact. And progress will continue to be measured by the degree to which the spirit of research permeates the educational profession. It is no less important to approach the problems of education scientifically than it is to approach the problems of business scientifically. Whatever progress has been made in business efficiency has been made largely through the application of scientific method. Guess-work and random opinion are reduced to a minimum. Known facts, so far as possible, constitute the basis of operation. The bridge engineer depends upon his data relative to the strength of materials and the weights to be sustained. The life insurance company puts its faith in vital statistics. It knows the facts.

"More and more the value of careful and scientific research, painstaking discovery of fact, in connection with the various problems which arise in the course of educational administration and instruction, is being recognized. It is true that the proof of such value which the record of recent years contains is held lightly by some—even in the profession itself—who contend that the problems of education are too subtle, too evasive, to be treated satisfactorily by any method other than that of arbitrary judgment. The obvious answer is that any problem remains evasive until it is subjected to definite and scientific treatment."

"Dr. C. H. Judd, of the School of Education of the University of Chicago, says, 'The time has now come when this movement (of educational research) must define itself with sufficient clearness to attract to its support adequate resources. Industrial concerns no longer begrudge to chemistry and physics the funds necessary for the maintenance of elaborate investigations, because industry has learned that research is the source of all its new masteries of physical materials. Communities no longer begrudge to those who provide sanitary water and public utilities the funds necessary to perfect on a vast scale the engineering equipment necessary for these sources of human well-being. It is our duty and our opportunity to show the public of the United States and of the world that education can be organized in such a way that it will make abundant returns on all of the investments which are made in carrying it forward.'

A Constant Survey of Conditions Needed.

"Many of the advances which have been made in school administration, are directly traceable to the influence of the school surveys. They revealed the facts. They indicated points of weakness and points of strength. They furnished data to support recommendations looking toward the improvement of conditions."

"But the survey to be really effective must be a continuous process. Recommendations designed to meet the needs of today cannot be predicated upon the findings of a survey which represents an outgrown situation. Education must adapt itself to the requirements of changing and developing social and industrial conditions, and those conditions must be accurately reflected in the data which the educator utilizes as his guide. Educational research, therefore, may be looked upon as an unceasing survey of school conditions, a means of securing that revision of data which is necessitated by the growth of the community and the shifting of social needs."

Advocates Scientific Approach to School Problems.

"The thesis which I am presenting is this: The scientific approach to school problems is absolutely essential to the successful administration of education. The remarkable advancement in matters of organization and instruction in recent years grows directly from the introduction of the scientific attitude into education and further advances will be made as that attitude becomes more widely characteristic of the members of the profession."

"To quote the words of Dr. P. C. Packer and S. A. Courtis:

'A superintendent in an ideal school system should have as two of his fundamental rules of action, the following:

1. Except under the pressure of the need for immediate action I will never plan an executive policy or action without a preliminary survey to secure the facts which will make my planning intelligent, and
2. I will never perform an executive act without immediately taking steps to collect the facts which enable me to appraise the effect of the act.'

"These rules of action, I am willing to adopt for myself, and I appeal to every principal and every teacher to adopt a similar policy in dealing with their own individual problems. The findings of educational research are of value to teachers and administrators alike."

Some St. Louis School Problems.

"In the first place, the reconstruction of the curriculum challenges attention. This is a problem of fundamental importance and one which affects every member of the teaching force. Theoretically, the superintendent must prescribe the course of study. It is his responsibility. Shall we depend upon the bias of an individual's judgment, or even the dictation of a small committee? Or shall we by some approved technique of study assemble such facts as will be most useful in arriving at decisions, and, after a careful interpretation of

the facts, make such recommendation as the findings seem to dictate?

"The selection of text books and other aids to instruction presents a similar problem and one which is a natural corollary to the problem of curriculum making.

"The classification of pupils to facilitate instruction calls for some kind of dependable technique. For some time, the city has carried on programs of mental testing which have furnished data by which it has been possible to group the pupils more advantageously for instruction.

"The housing problem is a perennial one in the school system—the location and construction of new buildings, the determination of the size of rooms, the lighting—every consideration in fact which may affect child health and instructional efficiency. Here again facts are the only guarantee against irremediable blunders. Fortunately in St. Louis we are accumulating accurate information which enables us to talk intelligently about school building needs."

Outlines Plan of Appointment and Promotion.

"Whenever a position becomes vacant in the St. Louis schools, or when a new position is created, it is desirable to secure the best person available for that position. In order to do so, it is necessary to have definite and comparable measurements of qualification. It is necessary to eliminate personal likes and dislikes and the urgent solicitations of the applicant's friends and to base decisions upon standard scores of merit that can be definitely calculated. Such scores are now used in the Superintendent's Office in the selection of personnel.

"It is my belief that the teachers of St. Louis recognize the justice of the merit system and approve it as the most impartial plan for appointment and promotion."

Urges Importance of Testing Achievement.

"The testing of achievement must be included in any progressive program of education. The continual outlay of effort in the processes of instruction should be justified in terms of accomplishment. The application of standard tests will supply every teacher and principal with valuable information—information which should be eagerly desired. Every principal should want to know his school's achievement score in arithmetic, in reading, or in any other subject of the curriculum. What satisfaction can there be in striving toward a goal without assurance from time to time that the goal is being at least approximated? The public's investment in edu-

cation must bring the greatest possible returns, and the measurement of pupil achievement is one of the important checks by which those returns which appear in the form of academic results may be evaluated. Achievement testing, therefore, is a constructive device which looks toward better performance. It is not merely a probe searching out the spots of inefficiency."

The People Pay for Results.

"In taxing themselves to support the schools, the people are paying for expected results, and it is certainly the school's obligation to furnish from time to time objective evidences of accomplishment."

"The public is willing to invest in education, because it is convinced that education is of paramount importance in present day life, but it is certainly incumbent upon those who are responsible for school administration to guard against waste in expenditure. The ideal to be striven for is a maximum of benefit together with a maximum of economy. Here again, wisdom can be exercised only with full knowledge of the facts. Continuous research in the field of school costs is necessary in order to afford a basis upon which intelligent recommendations can be made."

The Obligation to Inform the Public.

"The recurrent demands upon the taxpayer for a support of the public school system entail an obligation on the part of the schools to keep the public informed as fully as possible in regard to every phase of public school activity. The schools have been taken largely on faith and we believe that the confidence has been justified, but a complete coordination between the public and its schools will come only from an enlarged understanding of the school's purposes and methods of operation. The way into greater educational opportunity can be opened only by a closer partnership between the schools and the taxpaying public. I want the people of St. Louis to know their schools better."

"It is easy to observe the physical evidences of educational growth, but the vitalizing spirit of education is often not understood. The school's program must be interpreted—and every opportunity for such interpretation should be utilized. It is especially important that the public should understand that in the business of education, the bias of personal opinion is giving way to scientifically derived facts. The American public is peculiarly responsive to fact—but it is peculiarly suspicious of the whim of individual opinion."

SCIENCE, the arts, and every form of human knowledge await the coming of one who shall link and unite them all in a single idea of civilization, and concentrate them all in one sole aim. They await his coming and he is destined to appear. With him the anarchy that now torments intelligence will cease; and the arts—its proper place and ranks assigned to each, the vital power of each fortified by the vital power of all, and sanctified by the exercise of a mission—will once more flourish in harmonious union, immortal and revered.—Mazzini.

The Myth.

From "Talks on Pedagogics" by Francis W. Parker.

WHAT IS the myth? The record of the human race is full of myths. Myth comes from the imperfect answer which nature gives to the childish soul of man. The answers are not false, but they are imperfect and partial, and, are to childish souls, the solution of their great problems. Every answer given to a spontaneous and innocent question contains a kernel of intrinsic truth. It is that truth which a child can bear in its early years. It cannot grasp precept and logic, but it can understand the truth, like those who crowded around the Saviour,—in parables. The myth is common to all tribes and nations on the face of the earth. All myths have a wonderful similarity, proving that the human spirit in every stage of growth, and in every clime, and under all environments, has the same strong everlasting tendency upward. Every myth contains a lesson to a man. Out of the ignorance of the nature of the child, and from the spirit of dogmatism and bigotry, there has come the falsehood that says the myth does not contain the whole truth, and therefore must be rejected. Who knows the whole truth? Shall the child be robbed of that which delights its soul and lays the foundations of true religious life? No greater mistake can be made in regard to the spontaneous activities of the child, for the myth is the true fire-mist of character, it contains golden symbols that point upward to God and heaven. The myth is the foundation of faith in the future life, the foundation of all spiritual growth. The fairies and trolls change, as the soul changes, to real folks and real life.

The myth is the beginning of history. The creatures of fancy foreshadow the real people with whom the child must live. It is, indeed, the child seeing through a glass darkly, but that obscurity of truth and tendency towards it are absolutely essential to its growth. Myth, I say, is the beginning of history. The myths presented to the child should contain in themselves the guiding stars of life and immortality.

The myth is the beginning of science. The human race began, we are told, with a firm belief that every object in the universe was animated, life-like human-like. This was the childish study of science, but it sustained a great truth. The stone and the mountain are not organisms of life, it is true, but there breathes through them an irresistible energy, which comes from the Giver of all Life? The myth of the early ages points towards the marvellous revelations of the scientific truth of the present. The myth is an imperfect and partial apprehension of the truth. The myth clears away under the steady light of the ever-moving

mind; it is essential to the weak stage of the child. "The light veileth the morning."

Just as the human race arose in its development from the myths of antiquity, so the child must rise from the myths of childhood. The lack of ideality, the failure in spiritual growth, in true religious life, are caused more by the failure of the parents to recognize the true nature of the child and his inborn love for the myth than any other cause whatever. The rankest materialism in its worst form has never struck harder blow as true spiritual life than the ignorance of misguided parents who keep their children from fairy life and fairly land. Fairy land is over the border of the present, into the future, and the truest tendency of the human life is to live in the ideal of the future, to reach forward towards the invisible and the unknown. Slowly the human beings have arisen—guided by a glimmering light—and have climbed spiritually from the earth and the clod, from the shrub and tree up the broad walls of the arched sky, to stars, and moon, and sun, and then beyond the sun, for the divinity seeking and striving imagination stretches away to the invisible, all-powerful, all-controlling, all-loving One who permeates the universe, lives in it, and breathes His life through it, the eternal life to be taken into the human soul. The myth is the obscure image, in the child's soul, of God Himself. There are many parents who shudder at the myth of Santa Claus, an invisible being that brings the child gifts; but that invisible being to the child's weak apprehension, is the foreshadowing of the All-Giver, the forerunner of the One who came to man on a blessed Christmas night. No rough voice and no ignorant soul should ever tell the little child that Santa Claus does not exist, for Santa Claus is the foreshadowing of the All-Giver, All-Lover, the one who gives because He loves.

It is impossible to take a child into history, science, ethics, and religion without the continued exercise of these spontaneous fanciful tendencies. You may reply that a child may live in myth and fancy all its life. I admit that this is possible. Many people do live in myth all their lives just because myth is not put into the crucible of highest reason; just because the conditions are not presented for myth to change to history, to science, to ethics, and to religion. This is no proof that the strongest spontaneous tendency of the child is wrong; it is only proof of neglect to build upon it. I think we can take it for granted that, as God, the loving Creator of the child, made the child His highest creation. He put into that child Himself, His divinity, and that this divinity manifests itself in seeking for the truth through the visible and tangible.

We must not subordinate the individual to the state but must so teach him that he will of his own free choice subordinate himself to the common good.—Randall J. Condon.

If a nation expects to remain ignorant, and free, in a state of civilization, it expects what never was and never will be.—Thomas Jefferson.

Why High School Pupils Fail.

PROFESSOR J. B. EDMONSON, Inspector of High Schools for the University of Michigan, has listed in the Michigan Education Journal thirty reason why high school pupils fail. These reasons have been gathered from high school principals as Professor Edmonson has met them in his work of inspection and are put down without reference to their comparative importance or frequencies.

1. The policy of assigning such large numbers of pupils to teachers as to discourage attention to the individual needs of pupils.
2. The practice of many teachers of seeking to stimulate a spirit of work and a respect for scholarship through the fear of failure.
3. The practice of some principals of allowing teachers to fail large numbers of pupils without requiring an explanation of the causes for the same.
4. The lack of uniformity in the minimum requirements in the sections taught by different teachers with the result that twice as much work may be required by some teachers as is required by others.
5. The failure of the principal to acquaint beginning teachers with the scope of work to be covered during a semester and the standards to be maintained.
6. The practice of teachers of placing an excessively high value on the results of final examinations.
7. The practice of teachers of giving zero for unexcused absences, tardiness, or disorderly conduct in class.
8. The practice of allowing teachers to frame their own final examination questions without any checking by associate teachers or supervisors.
9. The practice of many teachers of using the entire class period for oral testing with little or no attention to the difficulties in advanced assignments, or to the difficulties of individual pupils.
10. The practice of allowing backward pupils to elect subjects that require better native ability and better previous preparation than they possess.
11. The practice of some principals of urging their teachers to distribute their marks according to the normal frequency curve.
12. The tendency of some teachers to be more concerned with teaching subject-matter than with the training of pupils.
13. The practice of some teachers of assuming a certain quantity and quality of previous training for all pupils and beginning their courses at this assumed point regardless of the real facts of preparation.
14. The failure to provide special sections, or special courses for pupils of low ability or inadequate preliminary training.
15. The failure of school authorities to instruct parents as to the amount of home study required and to define the conditions favorable to home study.
16. The failure of the school to seek to discover the real cause or causes for the failure of the individual pupil.
17. The fear on the part of some teachers that a low percentage of failure will be interpreted by associates and the supervisors as meaning "low standards."
18. The failure of principals to require that teachers devote a minimum amount of time to specific training in the habits of study peculiar to the different studies.
19. The practice of allowing all entering ninth graders to elect four studies regardless of their previous performance in the grades or the results of intelligence tests.
20. The failure of teachers to define the minimum essentials in their courses and to provide adequate drill on the same.
21. The failure of the school authorities to regulate the social and athletic activities of the school, in the interest of classroom work.
22. The practice of requiring the same quality and amount of work in ninth grade subjects as in the twelfth grade work.
23. The failure of teachers to organize their work in terms of definite tasks that pupils **must** perform at a stated time.
24. The failure of the school authorities to organize adequate personnel records for individual pupils and to use the same in the educational guidance of pupils.
25. The practice of assuming that ninth grade pupils do not need special help and counsel in making an adjustment to the new and perplexing conditions presented by the high school.
26. The policy of allowing pupils failing in two or more subjects at the middle of the semester to continue to carry a full load of work.
27. The policy of allowing unrestricted carrying of five or more subjects during any semester after the 9B.
28. The policy of encouraging all pupils to remain in high school, including those of relatively low native endowment, the habitual flunkers, and the intellectual loafers.
29. The policy of deferring pupil-progress appraisals until the end of semester periods.
30. The tendency of teachers and schools to place the responsibility for success or failure solely on the pupil.

Suggestions for the American Problems Course.

E. E. Walker, Springfield Teachers College (1)

THE ORGANIZATION of the new course in American Problems seems to be quite generally giving concern to principals, superintendents and teachers. The confusion arises out of lack of clear understanding of the aims of such a course, failure to distinguish clearly between the aims and content of civics in the freshman year and American Problems in the senior year, the general inadequacy, for one reason or another, of most available texts, limited library facilities and similar difficulties.

In common with others, the teachers of the Willard Demonstration School found difficulty, at the beginning of last school year, in deciding exactly what was to be accomplished in this course and how it was to be accomplished. They faced the difficulties enumerated above and the further limiting factor of a slow and indifferent class, poorly trained in the use of such library material as was available. Accordingly, it was necessary to formulate a set of objectives, subject, of course, to such revision as the course of the work revealed to be desirable. It was then necessary to decide what should be included in the course and how it might be so presented as to teach the students to use the library intelligently in assembling rather scattered materials and at the same time encourage initiative and independent thought. The formulation of such aim and method led to an analysis of the course and the accumulation of lesson sheets and outlines sufficient for quite a detailed course syllabus.

In its present detailed form, the syllabus does not entirely satisfy either teachers or supervisor and it is to be modified and expanded in use during the coming year. On the whole, however, the work was successful and the method of approach has practical value. Accordingly, a brief explanation of the method used has been set down here in the hope that it may be sufficiently suggestive to stimulate something better. Amateurish and inadequate though it may be, it has the merit of being a beginning in a type of study which might be pursued with profit by any group of teachers.

The first step, the determination of aims, was accomplished in a fairly satisfactory manner by listing all general and specific aims for secondary social studies, and selecting those that seemed to fall within the province of American Problems. This was further simplified by regarding this course as the "rounding out" course for the full four years of social studies in high school. The result is given below.

(1) Much appreciation is due Mr. E. H. Nance, of Salem, Mo., Miss Vita Brown, of Neosho and Mr. C. A. Poindexter, of Willard who experimented with this method while doing practice teaching in the Willard Demonstration School last year.

Aims.

1. To develop an understanding of the broad outlines of social evolution.
2. To develop historical perspective and impart a sense of relative values.
3. To enlarge the student's "consciousness of kind."
4. To develop patriotism by establishing certain ideas and ideals, such as:
 - (A) Pride in civic participation and accomplishment rather than a flag waving, defiance shouting attitude.
 - (B) Loyalty to family, community, nation and social ideals.
 - (C) Appreciation of the nature and significance of law.
 - (D) Sympathy, in the sense of open-mindedness and interest, rather than of sentiment.
 - (E) Cooperation, conceived as mutual sacrifice.
 - (F) That the United States has become a leader in world idealism.
5. To develop a critical attitude toward traditions, customs and contemporary institutions.
6. To set forth a definite body of facts and principles as a basis for the evaluation of our social structure and to guide each pupil toward constructive use of these principles.
7. To develop good habits and methods of reading and study.
 - (A) To build a social science vocabulary.

Analysis of Subject-Matter.

Analysis of the subject-matter which seems to fall within the scope of such a course led us to divide the material into four general divisions. Each of the main divisions of the material breaks up easily into numerous subdivisions, or special problems. This led to such a skeleton outline as the one below.

- I. The Meaning and Establishing of Civilization.
 1. Primitive society.
 2. Ancient society—Greece and Rome.
 3. The establishing of western civilization.
 - (a) Medieval society.
 - (b) The period of revolutions.
 - (c) Founding of the social and political institutions of the United States.
- II. Problems of Population.
 1. Growth of population.
 2. Quality of the population—Eugenics—Health.
 3. Immigration.
 4. The negro problem.
 5. Problem of the city.
- III. Our Economic Organization.

(Subdivided in same manner).
- IV. Problems of Social Control.

(Subdivided).

This outline, when expanded, served as a good guide for the teacher and as a useful instrument of review, but it seemed hardly desirable to use it as the only guide for the pupil. Accordingly, it became necessary to find a type of written guide which the pupil might have with him constantly; a guide which would direct his reading and emphasize reflection rather more than memorization. This was found in mimeographed lesson sheets which were worked out for each topic. Each member of the class kept a notebook in which he placed his lesson sheets, notes on special reports, answers to questions, newspaper clippings, maps and other material worked out and accumulated during the year. The outline given below is a fair sample of the thirty given during the year.

General Topic: Meaning and Establishing of Civilization.

Special Topic: Primitive Civilization.

Assignment:

Marshall, *The Story of Human Progress*,

Chps. 1, 2, 3 and 7.

Morehouse and Graham, *American Problems*, Chp. 1, pp. 1-15.

Chapin, *Introduction to Social Evolution*, Chp. 8.

Dow, *Society and Its Problems*, Chp. 12.

Van Loon, *History of Mankind*, Chps. 3, 4 and 8.

Wells, *Outline of History*, Chps. 10, 16 and 17.

Encyclopaedia.

Words:

pre-history capital animism institution
essentials chattels shamanism usufruct

Reports:

The Early Development of Communication.

The Early Development of Money.

Questions:

1. Be able to discuss primitive ideas of kinship, property, religion and medicine.
2. Make a list of the superiorities of man over the lower animals. Show that these things explain why man is a builder of civilization.
3. If an Eskimo should visit our country today, how do you suppose that he would describe us? What things would strike him as peculiar?
(Note to teacher: Develop here an objective view of our culture.)
4. Seligman says that primitive man must have modeled tools and weapons after the parts of his body. Point out how such ideas might have been suggested.
5. Some writers claim that primitive man lacked the power of abstract thought. What do they mean? What evidence have you found in your reading that primitive man did not lack this power. (Read Chapin or Encyclopaedia articles on *animism, shamanism or magic*.)
6. Explain how primitive man was a slave to custom. Show how an individual may get into a rut if he allows himself to be dominated by habit? Is this true of a group? Illustrate.
7. Show why government became more necessary as the economic development of society became more involved. What are the primary functions of government?

8. Show why civilization developed more rapidly after writing was invented. (See Wells, Van Loon or an Encyclopaedia article on writing.)

Contrary to a common idea, this method did not result in a helpless type of student. Early in the year, several periods were devoted to group study. At such times, the references were carried to the classroom and the teacher and the more capable members of the class trained the slow students in the preparation of the lessons. This was repeated at frequent intervals throughout the year. Within a short time the members of the class who had been most apathetic and indifferent began to raise excellent questions for discussion and debate. Several spirited class debates were held, numerous interesting reports well prepared and the class became quite capable in the independent use of the library and of magazines. Senior orations and essays in English, debates and the school paper reflected this work continually throughout the year.

This article would hardly be complete without mention of the materials used in the course. Accordingly, I have appended a list of the books which we have found most useful. This is not an extensive bibliography, by any means, but it is suggestive of a good selection for the small school. An effort has been made to keep the pupils from feeling dependent upon any one text. This list of material is sufficiently general that most of the books can be used in the preparation of several different topics. Judicious use of magazines, encyclopaedias, and any other available material, for reports, should make this list sufficient for most purposes. The asterisk indicates especially valuable books for the year and course.

- *Abbott, Grace, *The Immigrant and the Community*, The Century Co., N. Y., 1921.
- Bullock, Chas. J., *The Elements of Economics*, Silver, Burdett & Co., N. Y., 1919.
- Burch, Henry R. and Patterson, S. Howard, *American Social Problems*, Macmillan, N. Y., 1918.
- Chapin, F. Stuart, *Introduction to the Study of Social Evolution*, Century, N. Y., 1922.
- Commons, John R., *Races and Immigrants in America*, Macmillan, N. Y., 1913.
- Commons, John R. (Ed.), *Trade Unionism and Labor Problems*, Ginn and Co., N. Y., 1921.
- Davies, George R., *National Evolution*, McClurg, Chicago, 1919.
- Devine, Edward T., *Misery and its Causes*, Macmillan, N. Y., 1919.
- *Dow, Grove S., *Society and its Problems*, Crowell, N. Y., 1922.
- East, Edward M., *Mankind at the Crossroads*, Scribner's, N. Y., 1924.
- *Ellwood, Chas. A., *Sociology and Modern Social Problems*, American Bk. Co., N. Y., 1919.
- *Fairchild, Fred R., *Essentials of Economics*, American Bk. Co., N. Y., 1923.
- Fuller, Raymond G., *The Meaning of Child Labor*, McClurg, Chicago, 1922.
- Galpin, Chas. J., *Rural Life*, Century, N. Y., 1922.
- Goodsell, Willystine, *A History of the Family as a Social and Educational Institution*, Macmillan, N. Y., 1922.
- Janes, George M., *American Trade Unionism*, McClurg, Chicago, 1922.
- MacLean, Annie M., *Women Workers and Society*, McClurg, Chicago, 1919.
- *Magruder, Frank A., *American Government*, Allyn and Bacon, N. Y., 1921.

Mangold, George B., *Problems of Child Welfare*, Macmillan, N. Y., 1920.
 *Marshall, Leon C., *The Story of Human Progress*, Macmillan, N. Y., 1925.
 Miller, Gordon R., *Social Insurance in the United States*, McClurg, Chicago, 1918.
 *Morehouse, Frances and Graham, Sybil F., *American Problems*, Ginn and Co., N. Y., 1923.
 *Sanderson, Dwight, *The Farmer and His Community*, Harcourt, Brace & Co., N. Y., 1925.
 Street, Elwood, *Sympathy and System in Giving*, McClurg, Chicago, 1921.
 Warner, Amos G., *American Charities*, Crowell, N. Y., 1919.
 *Williamson, Thamas Ross, *Problems in American Democracy*, Heath, N. Y., 1922.
 *Williamson, Thamas Ross, *Readings in American Democracy*, Heath, N. Y., 1922.
 *Woodburn, James A. and Moran, Thomas F., *The Citizen and the Republic*, Longmans, Green, N. Y., 1918.

SIX BIG DISTRICT MEETINGS FOR THE DISTRICT ASSOCIATIONS THIS MONTH.

The officers and committees of the districts not including the districts of St. Louis, Kansas City and St. Joseph, have planned unusually attractive programs for their respective conventions this month beginning with the meeting of the Northeast Missouri Association at Maryville on October 15-17, the week following this, on October 22-24, the meeting of the Central Missouri Association will be held at Warrensburg and that of the South Central Association at Rolla. Three meetings are to be held during the last week of the month, Kirksville will entertain the teachers of the Northeast Association on Oct. 29-30 and the Southwest and Southeast Associations meet at Springfield and Cape Girardeau, respectively, on October 29-31. The preliminary programs are as follows:

Northwest Missouri Teachers Association.

October 15, 16, and 17.

President U. L. Riley and his committee have arranged a program of unusual interest for the meeting at Maryville on October 15-17. While some of the talent had not definitely accepted places on the program on Sept. 24th, the date at which this draft of the program was made, a very complimentary array is announced.



U. L. Riley
Pres. Nw. Mo. T. A.

The committee for asking the two United States Senators for addresses is to be complimented. It is to be hoped that these statesmen may be induced to hear a part of the program also. Mr. Baldwin, Prime Minister of England, in a recent address said, "But what chiefly occurred to me in listening to the debate (on an education bill) in the House was how much more we ought to have heard from the teachers themselves about the nature and difficulties and compensations of their tasks, and how much less from those who have no immediate experience of it." We wonder sometimes if statesmen would not act differently if people generally were as much interested in talking to them as in listening to them.

GENERAL PROGRAM.

Thursday Morning, 8:30.

Invocation.
 Address of Welcome—Uel W. Lamkin, President Maryville S. T. C.

Address—Ella V. Dobbs, President Missouri State Teachers Ass'n.

Address—"Educational Outlook for Missouri" Chas. A. Lee, State Superintendent Schools.

Address—Gov. Sam A. Baker.

(Sectional meetings in the afternoons.)

Thursday, 7:30 P. M.

Music—

Address—(To be accepted yet).

Address—Dr. P. P. Claxton, Supt. Schools, Tulsa, Oklahoma Ex. Commissioner of Education.

Friday, 9:00 A. M.

Music—Music Dept. S. T. C. Chas. R. Gardner, Director.

Business Meeting.

Reading—Mrs. J. M. Brown.

Address—Dr. W. A. Brandenburg, President Pittsburg Industrial Normal, Pittsburg, Kansas.

Address—Mary McSkimmon, President N. E. A.

Friday 7:30 P. M.

Music—

Address—Dr. J. W. Searson, Professor of English, University of Neb.

Address—(To be accepted yet).

Saturday, A. M., 9:00.

Hon. George H. Williams, U. S. Senator from Missouri.

Hon. James A. Reed, U. S. Senator from Missouri.

There will be five sectional meetings on the program. The general program will be in the morning, closing at noon and then meeting again at 7:30 in the evening. Each of the following will have meetings Thursday afternoon, beginning at 2:00 P. M. High School Section, Chairman Chas. Myers, Supt. Schools, Hamilton; Elementary Section, Chairman Miss Addie Carpenter, Burlington Junction; Rural Teachers, Chairman D. D. Hooper, County Supt. Andrew Co., Savannah; Fine Arts, Chairman Miss Carrie Hopkins, Dept. of Art, Maryville S. T. C.; Household Art, Chairman Miss Hettie Anthony, Dept. of H. A. Maryville S. T. C.

Friday afternoon the following will hold meetings from 1:00-3: High School; Elementary School; Rural School.

Among others the following will appear on sectional programs:
Chas. A. Lee, State Supt. Schools.
Ella V. Dobbs, President M. S. T. A.
Dr. P. P. Claxton, Ex. Commissioner of Education.

Dr. A. G. Capps, University of Missouri.
Dr. J. W. Searson, University of Nebraska.
Dr. J. M. McKeene, Supt. Fillmore.
J. C. Godbey, State Dept. Education.
Miss Cassie Burk, State Dept. Education.
Mary McSkimmon, President N. E. A.
Supt. Geo. D. Dieterich, Carrollton.
E. L. Black, County Supt. Clay Co., Liberty.
Miss Welch, University of Missouri.
Dr. W. A. Brandenburg, Pittsburgh Industrial Normal, Pittsburgh, Kansas.

The Central Missouri Teachers Association.

Warrensburg, Oct. 22-24.

PRESIDENT ELLIS of the Central Missouri Teachers Association reports that his committee has worked faithfully in arranging the program and the general plans for their meeting on October 22-24.

The following program as submitted a month in advance of the meeting is nearly complete and shows careful planning and fortunate selection of talent. In addition to six general sessions of inspiration and entertainment two rather liberal periods are set aside for departmental meetings at which the teacher will discuss their special problems.

Among the attractions of the general sessions are addresses by Hon. Francis G. Blair, State Superintendent of Illinois; Dean Schwegler, of the University of Kansas; Doctor J. Will Hudson, University of Missouri and Miss Ella V. Dobbs, President of the M. S. T. A. The musical entertainment is to be furnished by the College talent and the Little Symphony Orchestra of Kansas City.

Program Warrensburg Central Teachers Association.

October 22, 23, 24, 1925.

Thursday Morning, October 22. General Session.

10:00 Music directed by Prof. R. B. Court-right, State Teachers College.

10:30 Invocation.

Greetings—President E. L. Hendricks, State Teachers College.

Response—Vice-President, C. A. McMillan, Harrisonville, Mo.



Emmett Ellis
Pres. C. Mo. T. A.

11:00 Address—President Geo. W. Frazier, State Teachers College, Greeley, Colo.

Thursday Afternoon—General Session.

1:30 Address, Ella Victoria Dobbs, President, State Teachers Ass'n.

2:30 Departmental Meetings.

1. Home Economics, (Science Building)
Miss Greenwold, Ch.

2. Grades of City Schools:
Miss May Bowlin, Garden City, Chairman.
Miss Josephine Johnson, Warsaw, Vice-Chairman.

a. Address—Ella Victoria Dobbs.
b. Educative Seat Work for Primary Grades—Miss Lucy M. Clouser, Kansas City, Missouri.

c. Type Lesson—Reading in Grades VII and VIII—Prof. G. R. Crissman, Training School.

3. High School Teachers:
Miss Mary Jane Carmichael, Pleasant Hill, Chairman.
Miss Maude Sanders, Sedalia, Vice-Chairman.

a. Literary Activities in the smaller high schools—P. A. Carleton, Supt. Leeton, Missouri.

b. The Correlation of Spelling with high school English—Mrs. Leota Hoberecht, Boonville, Missouri.

c. The Limitless Possibilities of Teaching Citizenship in our High Schools—Miss Katherine R. Todhunter, Lexington, Missouri.

d. Address—Dean Schwegler, Dept. of Ed. University of Kansas.

4. Rural School Teachers:
Mr. Elmer H. White, Co. Supt. Lafayette Co., Chairman.
Mr. C. A. Burke, Supt. Hickman Mills, Mo., Vice-Chairman.

Thursday Evening—General Session.

7:30 Music—Prof. R. B. Courtwright.
 8:00 Address—Dean Schwegler, School of Ed., Univ. of Kansas.
 9:00 Reception—(Administration Building).

Friday Morning, October 23, 1925.
General Session.

9:30 Music—Prof. R. B. Courtwright.
 Business Session.
 10:15 Address—Hon. Francis G. Blair, State Sept. of Schools, Illinois.
 11:00 Departmental meetings:
 1. Home Economics—Miss Groenwold, Chairman.
 2. Grades of City Schools.
 a. Practical Citizenship in Elementary Schools—Miss Ola Wickham, Kansas City, Missouri.
 b. Type Lesson in Language, Grades IV and V—Miss Lydia Hale, Tr. Sch. Supervisor.
 3. High School Teachers:
 Miss Bernice Eberts, Lee's Summit, Chairman.
 Address—Teacher Training Subject—State Supt. Francis B. Blair, Illinois.
 Round Table Discussion.
 4. Rural School Teachers:
 5. Physical Education—Miss Katherine Schafer, Warrensburg, Chairman.
 Address—Dr. H. S. Curtis, State Dept. of Education.
 Address—"Our District Program,"—T. C. Reid, Director of Physical Education, C. M. S. T. C.

Friday Afternoon—General Session.

2:15 Address—Dr. H. S. Curtis, State Dept. of Ed.
 3:30 Concert—Kansas City Little Symphony Orchestra.

Friday Evening.

8:00 Grand Concert—Kansas City Little Symphony Orchestra.

Saturday Morning, October 24.**General Session.**

9:00 Music—Prof. R. B. Courtwright.
 9:30 Address—Dr. J. W. Hudson, Head Dept. of Philosophy, University of Missouri.
 10:30 Business Session—Reports from the Auditing and Resolutions Committees; new and unfinished business; report of the Nominating Committee.

Saturday Afternoon.

2:30 Football game—Springfield Teachers' College vs. Warrensburg "Mules".

Committees

Nominating—C. O. Williams, Jefferson City, Chairman.
 Floyd Smithpeter, Hughesville.
 Martin Boone, Boonville.
 Finance—L. T. Hoback, Windsor, Chairman.
 W. Y. Lockridge, Marshall.
 G. J. Smith, Belton.
 Reception—Mrs. O. L. Houts.
 Dr. E. L. Hendricks.
 Miss Pauline Humphreys.
 Miss Mary A. Kennedy.
 Miss Lucy A. Ball.
 Dr. H. A. Phillips.

Program South Central Missouri Teachers Association.

Rolla, Missouri, October 22, 23, and 24.

The South Central Association which is the youngest of the District Associations meets at Rolla on October 22-24. It is offering for the teachers of that district a program of merit and helpfulness. The talent has been chosen with the interests of the classroom teacher in mind and all who attend will be helped in the solution of their practical, everyday problems. Strong departmental programs have been prepared for the rural, grade, and high school sections.

On Saturday afternoon State Superintendent Chas. A. Lee will conduct a meeting of the Council of School Administration for that section.

President Robert W. Crow, Secretary D. E. Matthews and the Committee have been at work



Robert W. Crow
Pres. Se. Mo. T. A.

all fall in an effort to make this the best educational meeting ever held at Rolla and the teachers are responding so unanimously as to make their work an assured success.

Thursday Afternoon, October 22.

President Robert Crow, presiding.

1:30 Music.
 2:00 Invocation.
 2:10 Address: Dr. C. E. Germane, Professor of Education, University of Missouri.
 3:00 Address: J. O. Payne, Superintendent Okmulgee County Schools, Okmulgee, Oklahoma.

Thursday Evening, October 22.

R. A. Arnold, First Vice President, presiding.
 8:00 Music.
 8:30 Address: Dr. C. E. Germane.
 9:10 Address: Miss Jessie Burrall, Professor of Theology, Stephens College, Columbia, Missouri.

Friday Morning, October 23.

C. E. Vaughan, Second Vice President, presiding.

9:00 Music.
 9:30 Address: P. B. Naylor, Extension Service, College of Agriculture, University of Missouri.
 10:15 Address: J. D. Elliff, Professor of Education and Director of Summer Session, University of Missouri.
 11:00 Address: George Reavis, Department of Vocational Education, State Department of Education, Jefferson City.

Friday Afternoon, October 23.
Departmental Meetings.

Rural School Department, Parker Hall, Supt. J. H. Brand, presiding.
 1:30 Rural School organization and how it may be improved, Geo. B. John, Supt. Maries County Schools.
 Discussion: James Hess, Supt. Phelps County Schools.
 1:50 Selling the School to the Community—C. J. Palmer, Teacher Wishon School Lacomia, Mo.
 2:10—Teaching Reading: Mrs. Mae Wilson, Teacher Point Bluff School, Newburg, Missouri.
 Discussion: Miss Della Lorts, teacher Matlock School, St. James, Missouri.
 2:40 Round Table Discussion on "My Problems" led by Mr. Joe Stites, Licking, Missouri.
 3:00 Address: Supt. J. O. Payne.
 3:30 Inspection School of Mines Buildings.

Town Grade School Section.
Miss Sadie Donahoe, presiding.

1:30 Corrective Reading: Mr. R. A. Arnold, Principal Grade School, Richland, Missouri.
 Discussion: Miss Helen Underwood, Fifth Grade teacher, Rolla, Mo.
 2:00 Devices for Motivating Primary Work, Miss Billie Farrias, Primary Teacher, Rolla, Missouri.
 Discussion: Miss Madge Tracy, Cuba, Missouri.
 2:30 Individual Differences and Instruction: Miss Lela Essman, Principal Grade School, Bourbon.
 Discussion: Miss Virginia Newshum, Principal Jr. High School, Rolla, Missouri.

Elect Your Delegates.

Delegates to the State Association to be held at St. Louis, Missouri, November 11-14, 1925, must be elected on or before November 1. It is imperative that all counties be represented as important matters will be before the convention for consideration. Kindly send in your list of delegates to E. M. Carter, Secretary, Columbia, as soon as possible.

Reduced Railroad Rates.

Be sure to get your Identification Convention Certificate from your city or county superintendent or from E. M. Carter, Secretary, Columbia, Missouri for reduced railroad rates to the convention at St. Louis, Missouri, November 11-14, 1925.

It is absolutely necessary to have the Identification Certificate to get reduced railroad rates.

3:00 Address: Professor J. D. Elliff.
 3:30 Inspection of School of Mines Buildings.

High School Section
Room 110, Norwood Hall
J. A. Campbell, presiding.

1:30 Supervision in the Small School: B. P. Lewis, Supt. Rolla Schools.
 1:50 The Teachers Load: C. H. McIntosh, Supt. Cuba Schools.
 2:10 Competitive Athletics: H. H. Morton, Principal St. James High School.
 Discussion: C. E. Vaughan, Superintendent Owensville Schools.
 2:40 The Junior High School: Wm. Peterman, Superintendent Washington Schools.
 Discussion: M. L. Coleman, Superintendent of Dixon Schools.
 3:10 Supervised Study: John Hodge, Superintendent St. James Schools.
 3:30 Inspection Schools of Mines Buildings.

Friday Evening, October 23.

8:00 Music.
 8:10 Address of Welcome: Dr. H. S. Fulton, Director of School of Mines, and Metallurgy, Rolla, Missouri.
 8:25 Response: Chas. W. Martin, Superintendent of Steelville Schools.
 8:35 Address: How Maintain Missouri's Schools: Professor J. D. Elliff.
 9:00 Address: Dr. Stratton D. Brooks, President, University of Missouri.
 9:45 Address: A Glimpse at the Future: Dr. J. W. Barley, Head of the Department of English, Rolla School of Mines, and Director in charge University Summer Session at Rolla.

Saturday Morning, October 24.
President Robert W. Crow, presiding.

9:00 Music.
 9:15 Address: Hon. Chas. A. Lee, State Superintendent of Public Schools.
 10:00 Address: M. A. O'Rear, Dean Southwest Missouri State Teachers College.
 10:45 Address: Hon. Sam A. Baker, Governor of Missouri.
 11:30 Reports of Committees:

Saturday Afternoon, October 24.
Council of Administration, Hon. Chas. A. Lee, presiding.

Northeast Missouri Teachers Association.

Kirkville, October 29, 30.

The program committee of the Northeast Missouri Association has endeavored to give to the teachers a program of practical utility and everyday helpfulness. Most of the numbers as announced at this date, September 25, are from the workers and leaders of our own state and a study of the names on the program is insurance against glittering generalities and empty words. Demonstration teaching, physical education, agriculture and industrial education have prominent places. Entertainment has not been overlooked as is evidenced by the provisions of a picture show and football game.



Miss Blanche
Summers

Pres. Ne. Mo. T. A. Pres. Ne. Mo. T. A. The program committee of the Northeast Missouri Association has endeavored to give to the teachers a program of practical utility and everyday helpfulness. Most of the numbers as announced at this date, September 25, are from the workers and leaders of our own state and a study of the names on the program is insurance against glittering generalities and empty words. Demonstration teaching, physical education, agriculture and industrial education have prominent places. Entertainment has not been overlooked as is evidenced by the provisions of a picture show and football game.

PROGRAM.

Thursday Morning, October 29.
Opening Session.

8:00 Demonstration teaching—C. A. McMurry, George Peabody College.
8:00 Demonstrations in Physical Education—H. S. Curtis, State Director Hygiene and Physical Education.
10:00 General Session.
Music.
Address of Welcome—A. F. Elsea, State School Supervisor.
Response—Stephen Blackhurst, Shelbina.

Address—Miss Ella V. Dobbs, President Missouri State Teachers Association.
Address—Chas. A. Lee, State Superintendent of Schools.

Thursday Afternoon.

1:00 Departmental Meetings.

Thursday Evening.

7:30 Music.

Address—Miss Jessie Burrall, Stephens College, Columbia.

Address—Paul B. Naylor, Missouri College of Agriculture, Columbia.

Friday Morning, October 30.

8:00 Demonstration teaching—Dr. McMurry.
8:00 Demonstration in Physical Education—Dr. Curtis.

8:30 Departmental Meetings.

10:30 General Session.

Address—J. H. Scarborough, Central Missouri State Teachers College.

Address—H. W. Foght, Northern Normal and Industrial School, Aberdeen, South Dakota.

Friday Afternoon.

1:30 Departmental Meetings.

3:00 Foot Ball Game—Central Missouri State Teachers College vs. Northeast Missouri State Teachers College.

Friday Evening.

7:30 Music—Porter School Band.
Picture—Anthony and Cleopatra.

Southeast Missouri Teachers Association.

Cape Girardeau, October 29-31.

Southeast Missouri Teachers Association—Cape Girardeau, October 29-31. The program at Cape Girardeau promises to be up to the high standard which that District Association has set for its programs in its previous meetings. Departmental programs will give each teacher an opportunity to hear his special problems discussed, but the details have not been definitely announced at this date.



L. B. HOY
Pres. Se. Mo. T. A.

The interests of rural schools are to be well represented by Professor Pittman of Ypsilanti, Michigan, who is one of the leading rural school authorities of the nation. A very rich general program is provided.

GENERAL PROGRAM.

Thursday Evening, Oct. 29.

Singing—led by Mr. Walter Jenkins, Memphis, Tenn.

Invocation—Rev. C. H. Morton, Pastor Presbyterian Church.

Address of Welcome—Pres. Jos. A. Serafino, Teachers College.

Address—Speaker to be selected.

Friday Morning, Oct. 30.

Singing—led by Mr. Walter Jenkins.

President's Address—Supt. L. B. Hoy, Gideon.

Address—Prof. M. S. Pittman, Director of Rural Education, State Teachers College, Ypsilanti, Mich.

Address—The Use and Abuse of Reading, Dr. H. G. Paul, Prof. of English, University of Illinois.

Friday Evening, Oct. 30.

Address—America's Leadership of the World.

Ex-Gov. Chas. H. Brough, of Arkansas.

Musical Program—Mr. Walter Jenkins, Memphis, Tenn.

Saturday Morning, Oct. 31.

Singing—led by Mr. Walter Jenkins.

Address—Prof. C. E. Germane, University of Missouri.

Address—The Free Activity Period, Miss Mabel Geeks, St. Louis.

The following departmental meetings will be held Friday afternoon—
 High School Principals and Superintendents
 Grade Teachers
 Primary Teachers
 Rural Schools
 Teacher Training Teachers

Practical Arts
 Language and Literature
 Science and Mathematics
 History and Government
 Physical Education

The annual Superintendents' Dinner will be held Oct. 29 at 6 P. M.

Southwest Missouri Teachers Association.

Springfield, October 29-31.

Southwest Missouri Teachers Association—Springfield, Missouri, October 29-31. The Southwest Missouri Association meets October 29-31, on the same date set for the Southeast Missouri Association at Cape Girardeau. Some of the headliners of this unusually strong program are: Dr. C. O. Davis, University of Michigan; Miss Lida Lee Tall, Baltimore Teachers College; Dean M. G. Neale, University of Missouri; Hon. Chas. A. Lee, State Superintendent of Schools; and Hon. S. A. Baker, Governor. A special treat in music has been provided and Suzanne Keener will give a costume recital. Other entertainments featured on the program consist of moving pictures, special music, a reception, community singing and a football game between Cape Girardeau and Springfield.



Rosco V. Cramer
Pres. Sw. Mo. T. A.

South Missouri Teachers Association—Springfield, Missouri, October 29-31. The South Missouri Association meets October 29-31, on the same date set for the Southeast Missouri Association at Cape Girardeau. Some of the headliners of this unusually strong program are: Dr. C. O. Davis, University of Michigan; Miss Lida Lee Tall, Baltimore Teachers College; Dean M. G. Neale, University of Missouri; Hon. Chas. A. Lee, State Superintendent of Schools; and Hon. S. A. Baker, Governor. A special treat in music has been provided and Suzanne Keener will give a costume recital. Other entertainments featured on the program consist of moving pictures, special music, a reception, community singing and a football game between Cape Girardeau and Springfield.

PROGRAM.

Thursday Evening, Oct. 29, 8:00 p. m.

First General Session
Grace Methodist Church Auditorium

Invocation—Dr. Wm. R. McCormick, Pastor Grace M. E. Church.
Suzanne Keener, Coloratura Soprano—Presents the Evening's Program in Costume Recital. Note: The auditorium will provide ample seating for all teachers and their friends. No admission fee for Association members.

Friday Morning, Oct. 30, 9:00 a. m.

Second General Session
Teachers College Auditorium

Invocation—Lewis M. Hale, Pastor of First Baptist Church, Springfield, Missouri.
Address—Charles A. Lee, State Superintendent of Schools, Jefferson City, Missouri.
Address—"Some Trends and Methods of Teaching," M. G. Neale, Dean of School of Education, University of Missouri.
Music—Cello Solo.

Address—"The Five Classroom Aims," Dr. C. O. Davis, Secondary Education, University of Michigan, Ann Arbor.

Address—"Moral Education," Dr. C. E. Germane, University of Missouri.

Friday Evening, Oct. 30, 7 o'Clock.
Teachers College Auditorium.
Third General Session.

Moving Picture—"Barbara Fritchie" Visual Education Department, Teachers College.
Address—Hon. Sam A. Baker, Governor of Missouri, Jefferson City, Missouri.
Informal Reception—Teacher College Faculty.

Saturday Morning, October 31, 9:00 o'Clock.
Teachers College Auditorium.
Fourth General Session.

Invocation—Rev. John Crockett, Pastor Tabernacle Presbyterian Church.
Special Music—

Address—"A Critical Evaluation of Teaching," Thos. T. Kirby, University of Iowa.
Address—Miss Lida Lee Tall, President, Baltimore Teachers College, Baltimore, Maryland.
Business Meeting—

Departmental Meetings—Thursday Afternoon, 1:30 to 3:30 p. m.
Educational Council.

Teachers College Auditorium.

Chairman—L. W. Wingo, Fair Grove, Mo.
Secretary—Miss Lillian Paxton, Pierce City, Mo.
Address—"A Suggested Platform for Educational Progress in Missouri" Dean M. G. Neale, University of Missouri.
Address—"Things in Common," Rev. Lewis M. Hale, Pastor of First Baptist Church, Springfield, Missouri.

Junior High School.
Room 12 Teachers College.

Chairman—C. B. Manley, Springfield, Mo.
Secretary—Mrs. O. E. Inwood, Nevada, Mo.
Address—"Some Pressing Problems of Junior High School," Dr. C. O. Davis, University of Michigan, Ann Arbor.

Following his address, Dr. Davis will lead in the discussion of any problems presented by the Junior High School teachers.

Parent-Teachers Association.
Room 311 E Teachers College.

Program to be arranged.

Physical Training.

Gymnasium—Educational Building.
Chairman—A. L. Weiser, Springfield, Mo.
Secretary—Miss Mary Gillespie, Springfield, Mo.
Demonstration of Games—Directed by Coach Briggs.

Primary Teachers.

Chairman—Miss Alice Pittman, Springfield, Mo.
Secretary—Miss Etta Hargis, Springfield, Mo.
Address—“The Project Curriculum,” Dr. C. E. Germane, University of Missouri.

Departmental Meetings—Friday Afternoon, 1:30 to 3:30.**Graded Schools.****Room 308-E Teachers College.**

Chairman—Miss Ruth Alexander, Buffalo, Mo.
Secretary—Mrs. R. D. Williams, Aurora, Mo.
Address—“The Project Method,” Miss Deborah Weisel, Teachers College.

Reading—Mrs. Helen Turner Morrow, Monett, Mo.

Address—“New Types of Examinations,” Dr. Thos. J. Kirby, University of Iowa.

Senior High School.**Room 12 Teachers College.**

1:15 Community Singing.

1:30 Address—“The Contributions of the High Schools to Teachers Training,” Miss Lida Lee Tall, President Baltimore Teachers College, Baltimore, Maryland.

Address—“Articulating the Junior and Senior High School,” Dr. C. O. Davis, Michigan University.

Art Department.**Room 40 Teachers College.**

Chairman—Ida Ellen Kuhns, Springfield, Mo.
Secretary—Miss Marjorie Ganum, Springfield, Mo.

Talk—“The Use a Grade Teacher Makes of Art,” Miss Esther Hennicke, Teachers College.

Talk—What Can Art Do For the Rural Schools—Miss Cora E. Morris, Rural School Supervisor, Springfield, Mo.

Address—Miss Lida Lee Tall, President Baltimore Teachers College, Baltimore, Maryland.

STATE PRESIDENT ANNOUNCES “WHO'S WHO” ON THE PROGRAM OF THE BIG STATE CONVENTION OF THE M. S. T. A.

AT ST. LOUIS, NOVEMBER 11-14, 1925.

In a letter addressed to the superintendents and principals of the Missouri Schools, President Ella Victoria Dobbs announces the list of principal speakers on the State Program as they are engaged to date, and expresses the belief that this is to be a banner year for the Association in the matter of enrollment. The list of speakers is in itself evidence of the fact that this is to be a banner year so far as the program is concerned. She says:

“Reports from various towns and counties make it certain that this is to be a banner year in enrollment in the State and District Associations. Prospects for complete 100 per cent in all counties are better than ever before. The procession is moving. The word is ‘Forward March’.

“We hope to offer a helpful and interesting program at St. Louis, Nov. 11-14. The speakers already include:

Glenn Frank, Editor of ‘The Century’ magazine and recently elected President of Wisconsin University.

Dean F. J. Kelly, of Minnesota University.

Domestic Science.**Room 6, Teachers College.**

Chairman—Miss Margaret Whittemore, Springfield, Mo.

Secretary—Miss Ruth Godwin, Springfield, Mo.

Talk—Mrs. Floy Burgess, Teachers College.

Talk—Miss Ruth Godwin, Drury College.

Commercial Training.**Room—Commerce Room.**

Chairman—Miss Nellie Mills, Monett, Mo.
Secretary—Miss Grace Hicks, Mountain Grove, Mo.

Address, “Some Objectives in Commercial Training,” Dean M. G. Neale, University of Missouri.

Round Table discussion: “Standardizing Commercial Work in High School.” Led by Prof. C. H. Seinums, Joplin, Missouri, and O. O. Lahman, Springfield, Mo.

Address—“Relation of Southwest Teachers College to high Schools in Securing Employment for High School Graduates of Commercial Department.” J. D. Delp, Teachers College, Springfield, Mo.

Rural School Departmental Meeting

Friday Afternoon, Oct. 30.

Study Hall—Teachers College.

Chairman—Walter Cooley, Carthage, Mo.

Secretary—Mrs. Mattie Todd, Springfield, Mo.

Address—“The Elastic Assignment,” Dr. C. E. Germane, University of Missouri.

Football Game.

Saturday Afternoon, October 31st.

Southeast Teachers College, Cape Girardeau, Mo. vs. Southwest Teachers College, Springfield, Mo.

Note: Some additions will be made to the departmental programs.

STATE PRESIDENT ANNOUNCES “WHO'S WHO” ON THE PROGRAM OF THE BIG STATE CONVENTION OF THE M. S. T. A.

Prof. Edwin D. Starbuck, winner of the \$20,000 prize on the program for Character Development.

Edward Howard Griggs, an eloquent speaker.
Miss Edna White, Principal Merrell Palmer School of Detroit.

Mary E. McDowell, Commissioner of Public Welfare, Chicago, Illinois.

Rufus Stimson, Commissioner of Vocational Agriculture, Massachusetts.

Merle C. Prunty, Principal Tulsa High School, Tulsa, Oklahoma.

Thomas Briggs, Professor of Education, Columbia University, New York.

Patty Smith Hill, Professor of Kindergarten Primary Education, Columbia University.

Will C. Wood, State Commissioner of Education, California.

Miss Mary McSkimmon, President of the N. E. A.

C. Valentine Kirby, State Director of Art, Harrisburg, Pa.

“Negotiations are under way with other speakers who have helpful experiences to report. Department programs are also preparing helpful offerings.

"Many counties and hundreds of towns are 100 per cent now.

"We are counting on your town and county for the distinguished 100 per cent group this year. If you have not already sent in 100 per

cent enrollment, please write me how soon we may expect it.

With best wishes and thanking you for your fine co-operation, I am

Cordially yours,
ELLA VICTORIA DOBBS."

ITEMS of INTEREST

Professor C. H. McClure, Professor of History in Central Missouri State Teachers College at Warrensburg, is on a leave of absence, doing work in the George Peabody College for Teachers at Nashville. Professor McClure expects to complete his work for his Ph.D. degree in this institution, and to be back at his work in the Teachers College by the first of the year. He is a member of the Executive Committee of the Missouri State Teachers Association.

Professor John H. Gehrs, who is head of the Department of Agriculture in the Southeast Missouri State Teachers College at Cape Girardeau is on a half year's leave of absence, doing work in Wisconsin College of Agriculture at Madison. In addition to working on his doctorate, Professor Gehrs is collecting material for bringing his agricultural texts up to date. He is the author of several very popular texts in his field, including books and manuals for the elementary and high schools.

Lebanon, Missouri, has a population of 2849 by the last U. S. Census but its school enrollment is 950. The non-resident enrollment is over 200.

The Benton school of St. Charles, of which Miss Theo McDearmon is principal has recently purchased the Keystone Primary Set. The facts that this school has had for some time past the "600 Set" is evidence of the value which the teachers of this school attach to this plan of visual work in the primary grades.

O. A. Briscoe who for several years has had charge of the schools at Fredericktown, and Belmont Farley who for a long time has been principal of the high school at Cape Girardeau, are enrolled as graduate students for the Ph.D. degree in the Teachers College at Columbia University, New York.

Emmett Ellis, President of the Central Missouri District Teachers Association and for the past year superintendent of school at Windsor, Mo., is doing graduate work toward his Doctor's Degree in Chicago University. Professor Ellis expresses deep appreciation of the professional spirit which prevails among the teachers of Missouri and expects to return to his work in this State after completing his courses in Chicago University.

The Willard Community School Demonstration Project.

The above is the title of a recent Bulletin Issued by the Southwest Missouri State Teachers College and E. E. Walker, Professor of Sociology and Director of the Willard School, is its author. This Bulletin gives a very complete description of the Consolidated School at Willard which for the past year and a half has been cooperating with the Teachers College as a Demonstration of what can be done in such a school under expert supervision. Among other features of the Bulletin are a description of Transportation, Methods of Improving Instruction, The Elementary School Curriculum and a detailed description of several of the school's projects. It will, no doubt, prove to be a very valuable contribution to the literature of rural education and its possibilities under favorable conditions as regards district organization, which recognizes the handicaps of the little one-room school and provides for larger local cooperation, and supervision, which recognizes the value of a thoroughly trained and competent director.

"JAZZING-UP" GRAMMAR DRILL.

The dry bones of grammar stood up clothed in flesh, and in their right minds when Jeanette Collins of the English Department of a Toledo high school applied to them what she in American phrase, if not in the purest of English, calls "the jazzing-up process", according to the *Sierra Educational News*.

This is the way she did it:

From the shiny text-book she copies lists of sentences upon the board. Here is a sample:

On came the troops shouting and brandishing their swords.

"Johnny," said teacher "your name is 'on'; Mary you're 'came'." So each word in the sentence was represented by a pupil.

Then teacher called "Simple subject!"

After slight hesitation and prompted by fond friends, "troops" timidously arose, and obeying directions, warily advanced to the front of the room.

"Simple predicate!"

"Came" advanced to the side of "troops."

"All modifiers of the subject!"

"Shouting" was instructed to indicate his relationship to "troops" by standing behind that timorous word and placing his hands upon its shoulders.

"Brandishing" also touched a shoulder of "troops" with one hand, but extended the other behind him to touch the sitting form of his object, "swords" which was touched in the same fashion by its own modified "their." "On" touched the shoulders of "came."

The conjunction "and" with extended arms clasped the belts of "shouting" and "brandishing."

The sentence then read itself, each part of speech explaining its relationship to other words.

When five sentences were so dramatized, they were conventionally diagrammed on paper by the class, of whom not one achieved lower than "B."

FOR SALE: 50 desks for first and second grades. Also 100 desks for grades 7 and 8 and high school pupils. These desks are in excellent condition for use de ks. They have been used only few years. Sample on request. E. M. Hackett, Sec., Tarkio, Mo.

HALLOWE'EN GAMES

By Marian Jane Parker, Home Economics Dept.
Calumet Baking Powder Co.

Guess Who

Put a sheet across a doorway and have the boys, one at a time, show their feet below the sheet. The girls, on the other side of the door must guess who it is.

The girls must now slip their hands through a hole in the sheet and this time the boys must guess the owners of the hands.

Slicing Flour

Fill a medium size bowl with flour and press down compactly. Turn it out on a square bread board in the middle of the table. On the top of the mound place a ring, very lightly. The idea is to slice away the flour without disturbing the ring. Each one in turn takes the broad bladed knife and removes a thin slice of flour. The person unlucky enough to knock down the ring must extract it from the flour heap with his teeth.

Fortune Telling.

In a tub of later launch little half walnut-shell boats, each one with the name of a boy or girl written on it. Stand in the center of each boat a tiny lighted candle. If two boats float together, those persons surely will marry. If the lights burn brightly their lives will be happy and unadventurous.

The Tom Cat Game

This game can be played exactly like the old Donkey Game. Cut out a large black cat, minus his tail, from a sheet of black paper. Paste this on a large sheet of white or orange paper and hang on the wall at a height that can be reached by all the players. Cut strips of any kind of black paper or cloth, enough to give each player one, with a pin struck through the end. These strips act as tails.

Each player is blindfolded and turned around a few times, and is told to pin the tail as close as possible to where it belongs on the Tom Cat. The one who goes nearest, of course, wins the game. A new rendition of an old game with which you can have lots of fun.

Superintendent R. A. Arnold Tells How They Found a Way to Improve Reading at Richland.

After two weeks hard work we found that our junior high school students were deficient in reading. We tried various devices and plans with but little success. We tried teaching how to study. We tried specific assignments and short lessons. We tried silent reading. We lengthened the study period. We taught them articulation, pronunciation and derivation. We emphasized real sympathy artistic skill and good judgment. We suggested a careful observation of pauses; full and free respiration; round musical tone of voice; but like the bear that tried to climb the giant oak after tugging hard for some time looked around and found himself still sitting on the ground.

We began to look for help. We reread Monroe, "Measuring The Results of Teaching." We read "Teaching Children How to Study" a pamphlet sent out from department of education from which we got our plan. It suggested in such cases to set up some arbitrary standard by which each student might be able to see himself in the matter of speed and comprehension. In this we found our remedy. The pupils helped to make a chart which was placed upon the board with colored crayon. A standard of rate, or speed, was decided upon by averaging the lowest rate with the highest which happened to be in this case 160 words per minute. This chart was made to show the number of pupils, the number of words read per minute and the per cent of comprehension.

By consulting this chart each member of the class may see how far he is below the standard and set to work in competition with his own record.

When we have reached this goal we shall expect to make a new one.

Fire Insurance Eliminated from Cincinnati's Budget.

Cincinnati possesses a permanent endowment fund for school fire insurance amounting to approximately \$350,000. This has been growing since 1913, when the board of education began to carry its own fire insurance. To repair damage caused by fire, each year \$25,000 has been heretofore set aside, about the sum that would have been paid for premiums for fire insurance. The city has had few fire losses, and the fund, with interest added, has grown steadily. It is invested in Cincinnati school bonds, and the annual interest now amounts to about \$20,000. The school budget for 1925 makes no provision, therefore, for fire insurance. Cincinnati's success is due in large part to well-constructed school buildings, to the elimination as far as possible of fire hazards near school property, and to keep fire-fighting apparatus always accessible in schools.

Montgomery City High Wins Scholarship Trophy.

The scholarship trophy, a silver loving cup, donated by the University of Missouri Chapter of the Phi Beta Kappa Society for the year 1924-1925, has been awarded to Montgomery City High School, according to official announcement made by Prof. Thomas Barclay, secretary. Other high schools receiving honorable mention were: Chillicothe, Kirksville, McKinley of St. Louis, and Odessa.

As a basis for the awards the grades made by the representatives of these schools during their freshman year in the university were considered. No high school having less than three members in the freshman year in the university was considered as eligible for the award. The winning high school will be permitted to retain possession of the cup during the coming year. Any high school winning the trophy for three times will be given permanent possession of it.

The Three R's in Chicago—And the Most Important of All.

Superintendent W. McAndrew of the Chicago Schools in his "Opening Greeting" as printed in the Chicago Principals' Club Reporter is characteristically brief and pointed. He says: "Summaries for the year show:

"Reading. Ahead of the three other cities that took the same test as we did.

"Writing. Legible and well formed, found everywhere.

"Spelling. We lead the United States Average, and our latest test shows us further ahead than previous years.

"Arithmetic. Our children today did better than their grandfathers in 1874; same test was given to children of corresponding age at an interval of fifty years.

"Your committee of principals has prepared an outline for the most important fundamental of all; Civic Service, compliance with the state law that patriotism and citizenship should be taught in all public schools."

Speaking on the question of educational costs he says that Chicago is paying less for educational services than formerly on the basis of a depreciated currency and that any spurs, drives, etc., can make only a temporary improvement if we engage cheap service. "We must, therefore," he says, "do all in our power to assist the city to find ways of preventing a slump in our educational service."

Dr. Coursault Praises Features Hawaiian System.

Dr. Jesse H. Coursault who has spent the summer lecturing on the philosophy of education in the Territorial Normal School of the Hawaiian Islands at Honolulu in an interview quoted in the Honolulu Advertiser has the following to say complimentary to the Hawaiian System of Education:

"The school system of Hawaii has many outstanding commendable features. One of the most conspicuous is the comparative equality of educational opportunity, the obtaining of which is a serious problem on the mainland. The centralized system of control which puts all the schools on the same basis; the equitable salary schedule and the furnished cottages which attract good teachers to the rural communities by giving them advantages, when living expenses are considered, even over the city teachers; consolidated rural schools which afford the rural boys and girls advantages of well organized and efficient school conditions; equal length of terms in city and rural schools—these and other factors contribute towards equality of educational opportunity in country and city alike." Dr. Coursault also complimented the spirit of professional unity and cooperation among the teachers of our adopted territory as is evidenced by the fact that 100 per cent are members of their local teachers' organizations and that 97% of them belong to the N. E. A.

The Honolulu Advertiser spoke of "Principles of Education" a book of which Dr. Coursault is the author as being "perhaps the best text on this subject yet published."

The Christian Science Monitor in a recent issue prints a group of letters from the Manufacturers Record apropos of the attitude of this group of business with reference to prohibition. The following quotations from one of the letters is typical of the sentiment which the group expresses:

"Anyone conversant with the liquor traffic must have realized that it would not be put out of business without a hard struggle, and although the effort to defeat prohibition is more persistent than most of us anticipated it would be, it is coming steadily and the liquor business will eventually be entirely annihilated, not only in this country but among all civilized people."

"As population becomes more dense and the struggle for subsistence increases, as it is bound to do in the future, there will be no place left for such wasteful extravagances."

Do You BELIEVE It?

You are the most important people in the whole civilized universe. The schoolmaster's place is not only important, but supremely important. That is my thesis. I want to put it with boldness, shamelessness, arrogance, and aggression. I want to suggest that they should up and take hold of the world. I shall tell you nothing new if I betray a consciousness that arrogance in taking hold of the world is not a characteristic of all schoolmasters. It is extraordinary that a lot of schoolmasters seem to be unconscious not of the importance but of the range of their functions.—H. G. Wells.

NOTES AND COMMENTS

The National Association of Manufacturers advocating that the next Congress revise our immigration laws so that immigrants may be selected to fill our industrial needs rather than admitted indiscriminately as under our present quota system. They argue that instead of admitting aliens each year according to population quotas that the law should be made elastic enough to admit laborers in accordance to the seasonal demand.

Secretary of Labor Davis is said to favor such a modification of our present immigration law.

When the Duke of Northumberland denounced the payment of doles to the British workmen who are unemployed, the secretary of the British Transport Workers, Ben Tillett, was moved to retort that "The Duke is receiving doles to the amount of 4000 pounds weekly out of the earnings of Capital and Labor engaged in the coal mining industry." This retort may serve to call the attention of the public to the large factor which royalties to royal landholders constitute in the cost of coal production.

One of the purposes of "The Auditorium in the Gary Schools" is the developing of acquired interest on the part of the audience by listening to a program which is uninteresting. The program maker stresses this as being of great importance as it carries over into real life situations so frequently, says an article in the **Chicago School News**. We get the point, and have frequently lamented our personal lack of this kind of training while trying to become interested in programs which we have sat through at sundry educational meetings, state, county, and national—to say nothing of Sunday school lessons and sermons in which we have been able to attain only an assumed interest.

According to State Superintendent of Schools, Will C. Wood, of California, that state has as many children enrolled in its kindergartens as in its eighth grade. Mr. Wood said, "the

social infancy of children has been lengthened recently by about five years. Instead of leaving school, on the average, at about 14 years and seeking a place in the world of money-making toil as he used to do, the usual child continues preparing himself for the serious work of adult years until he is about 19. The fact that he is able to spend these added years in school while he is still socially in infancy, has made possible a less hurried and more studied system of education.

The International Christian Conference on Life and Work recently held at Stockholm, Sweden, condemned child labor calling upon Christians everywhere to abolish this international evil. The conference also declared against war and stated that, "the church can no more burn incense to a modern state than to ancient Caesar," and that "when all deal unsparingly with war and the spirit of war, peace will be insured, at least among nations where Christian religion prevails."

QUESTION!

When the graphs are all drawn and the charts are all filed, and the books are all written and facts all compiled, one pest still remains whose life we desire. He's the bird who sends blanks and a hurry-up wire to learn what we eat and who was our sire. He floods the mails daily with his "fill this out please." He's a scourge and a plague and a deadly disease. And if there's a place where tortures are planned we'll consign him to work with a pen in each hand, to fill endless blanks with numbers and words, and draw graphs and curves and compute useless surds. At the end of ten eons we may offer a prayer for him who sent out the first questionnaire.—E. G. Doudna.

With your plan we agree and rise here to state we are ready to vote without further debate. We hold that your sentence is no way too stiff, but move that you strike out that uncertain "if".

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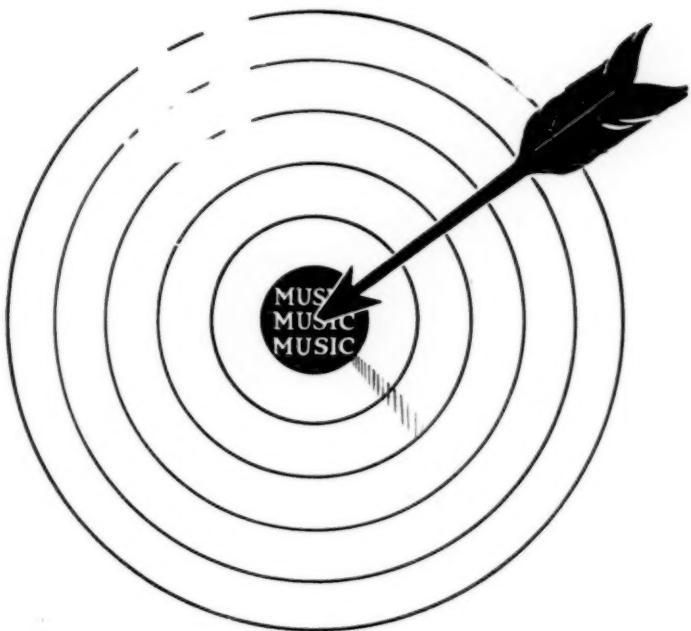
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MISS LANDIS APPOINTED HEAD OF "PUBLIC INFORMATION."



Miss Ann Landis

Miss Ann Landis, formerly a high school teacher of Missouri, has been appointed head of the Department of Information in the Extension Division of the University of Missouri. This department is to have charge of Women's Club Service, the Package Library Department, the Missouri High School Debating League, the Playground and Recitation Service and Individual Inquiries.

Miss Landis will continue the service that the Division has been rendering to debating clubs and to schools through the Play and Recitation Service. The Bureau of Women's Club Service will assist clubs in towns having inadequate library facilities by sending to them the package library which will contain material helpful in the discussion of particular subjects. Individuals not enrolled in a school or not belonging to a club will be served also.

Inquiries to any branch of the Department should be addressed to the Department of Public Information, Extension Division of the University, Columbia, Mo.

Clara Francis Sanford, who for several years was Director of Music in the schools of St. Joseph and who has recently been Director of Music for the Pennsylvania State Department of Education, has accepted a position as assistant professor of music in the School of Education, New York University. Miss Sanford is a sister to Superintendent O. G. Sanford of Trenton.

NEW BOOKS

Précis Writing for American Schools, Methods of Abridging, Summarising and Condensing, with Copious Exercises. Edited by Samuel Thurber. Pages 150 plus xl. Published by Little, Brown and Company. Price 90 cents.

Précis Writing is believed by many to account for the superior quality of attainment reached by the schools of England in the teaching of composition, and this belief has led to the production of **Précis Writing for American Schools**. The book is intended for use in the upper grades of the secondary schools and offers to the teacher and the students detailed explanation and instruction in précis writing furnishing an abundance of material which has in a large measure been the result of actual classroom experience on the part of the author. The exercises contain narrative, and descriptive material as well as letters and poetry. The experience of reliable English teachers with the book and the method should encourage a rapid extension of their use.

"Health Habits" and the National Dairy Council.

Not often are we thrilled by the work of commercial organizations who seek to build up their business by educating the school children to use their products. The material which the National Dairy Council is publishing under the direction of Aubyn Chinn who is in charge of their school health program is a glowing exception. "Health Habits" which is now appearing in its second edition will thrill any teacher who has even a superficial interest in a plan for developing health habits in the children of her school. It is a book of 85 large pages filled with practical devices for interesting children in the practice of healthful living. Nor does it, as one might fear, appear to over-emphasize the importance of milk to health, though we all know that over-emphasis of this important article of diet, especially important to children, would be difficult.

The book contains much material for hand work. Short health plays with real dramatic quality are included, and a general foundation for good, all-round health habit formation is presented.

Various pamphlets on different phases of nutrition are also published by the National Dairy Council to supplement the work of "Health Habits."

The book is a hand book for teachers and not intended for general class use. Its price is \$1.00 including the supplementary material.

Nations and Neighbors. A textbook in Geography for Junior High Schools and for Classes of Corresponding Grades, by Lenard O. Packard and Charles Sinnott. Pages 579 plus xii. Published by The Macmillan Company.

Here is a book which will at once appeal to those who believe that the United States must play an increasingly important part in world affairs, that the future citizen should appreciate more the contributions which the several nations of the world have made to civilization, and that an intelligent understanding of world affairs is a necessary equipment for a citizen of the United States. In addition to the above features the authors have stressed the dependence of one part of the world on the other parts, the vital relations of the producing sections to the consuming sections, and the necessity for the practice of conservation.

Maps, charts and pictures have been carefully selected and placed so that with their legends they constitute a very important part of the text and make a real contribution to the teachableness of the subject.

Good English, Book Two, The Elements of Composition by Henry Seidel Canby, and John Baker Opdyke (Revised Edition) Pages 699 plus xiii. Published by The Macmillan Company.

This book which in its essential form has been on the market for some dozen years contains a wealth of material which the English teacher needs for her daily use. It is suitable for either a text or a reference book, and is adaptable to any plan which the individual teacher may prefer or the local conditions may demand.

Introduction to Rural Economics by Paul L. Vogt, Pages 377 plus xii. Published by D. Appleton and Company.

That there is a place for the study of rural economics in the rural high schools of the country none will deny. Perhaps too much emphasis has heretofore been placed on production and not enough on the problems of marketing and understanding the underlying principles of economics. Even such matters credits, stor-

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age, and market organization seem to be left to be taught by experience or an itinerant agricultural evangelist who is frequently handicapped by the fact that his hearers have had no training which will enable them to understand his message. The Introduction to Rural Economic should be welcomed by those agricultural schools and rural high schools who desire to give to the student a basis upon which a prosperous farm life can be built.

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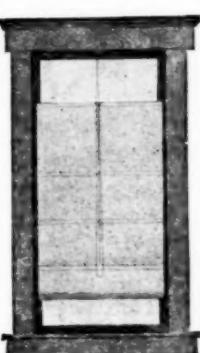
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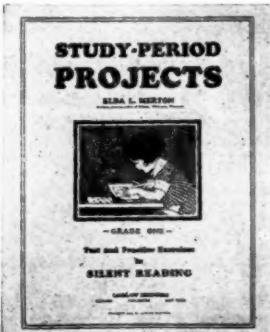
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